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ABSTRACT

Institute VII was planned to focus on (1) the present status of vocational counseling programs and facilities for students in predominantly rural areas, (2) problems and characteristics of rural youth which make them different from non-rural youth, (3) orientation and training that counselors who work with rural youth should possess, and (4) steps to develop more effective and more innovative counseling and placement services and procedures for implementing those steps. In keeping with this, the program consisted of 2 formal lectures presented by nationally known individuals. One lecture was concerned with the present status of vocational counseling in predominantly rural areas; the other dealt with the role and preparation of the counselor to meet the needs of rural youth in a changing world. Two panel discussions were also presented. One was concerned with the problems and characteristics of rural youth; the other dealt with how vocational counseling and guidance services for rural youth could be improved. A series of group sessions was conducted dealing with issues raised in the lectures and the panel discussions. Institute methods and procedures, the formal presentations, and summaries of panel discussions and group reports are included in this document. (JH)

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FINAL REPORT

Institute VII

Project No. 9-0472

Grant No. OEG-0-9-430472-4133(725)

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DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR RURAL AREAS

Part of
National Inservice Training Multiple Institutes
for Vocational and Related Personnel
in Rural Areas

Harry K. Brobst

Oklahoma State University
Stillwater, Oklahoma 74074

December, 1970

The institute reported herein was performed pursuant to a grant to North Carolina State University at Raleigh by the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	v
SUMMARY	1
CHAPTER	
I. INTRODUCTION	4
The Purpose	4
Objectives	5
General Plan of Operation	5
II. METHODS AND PROCEDURES	6
Selection of Participants	6
Planning the Institute	7
Conducting the Institute	7
Introduction and Orientation	8
Institute Evaluation	8
III. FORMAL PRESENTATIONS, SUMMARIES OF PANEL DISCUSSIONS, AND GROUP REPORTS	10
Part A. Formal Presentations	11
Part B. Summaries of Panel Discussions	34
Part C. Reports of Discussion Groups	38
IV. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS	54
V. EVALUATION OF THE INSTITUTE	67
BIBLIOGRAPHY	73
APPENDICES	75
Appendix A	76
A_1 Letter of Invitation	77
A_2 Preregistration Form	78
Appendix B	80
B_1 Institute Participants	81
B_2 Consultants and Staff	86

CHAPTER Page

Appendix C
Specimen of Institute Program. 88

Appendix D
Posttest (Form 3). 91

LIST OF TABLES

Tables

Page

I. Means and Standard Deviations for Responses to Quality of Content of the Institute for Participants in the Total Program. 68

2. Means and Standard Deviations for Responses to Institute Schedule Flexibility and Free Time for Participants in the Total Program. 68

3. Means and Standard Deviations for Responses to Group Participation and Cohension for Participants in the Total Program. 69

4. Means and Standard Deviations for Responses to Institute Purposes and Objectives for Participants in the Total Program 69

5. Response Frequencies and Percentages Based Upon Items Dealing with Plans and Recommendations 70

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The project director was fortunate in having the assistance of a number of highly capable individuals who gave advice and help in planning and conducting Institute VII. Particular thanks are extended to Mr. Arch Alexander, Assistant Director, Oklahoma State Department of Vocational and Technical Education; Mr. Jess Banks, State Supervisor, Manpower Development and Training Division, Oklahoma State Department of Vocational and Technical Education; Dr. Paul Braden, Associate Professor of Education and Acting Director, School of Occupational and Adult Education, Oklahoma State University; Dr. John Coster, Professor of Agricultural Education and Director, Center of Occupational Education, North Carolina State University at Raleigh; Dr. William Frazier, Assistant Professor of Education and Director of Vocational Research Coordinating Unit, Oklahoma State University; Dr. Norman Gysbers, Associate Professor of Education, University of Missouri; Dr. Kenneth Hoyt, Professor of Education, University of Maryland; Mrs. Hugh Hughes, Secretary, Manpower Advisory Council to the Oklahoma State Board of Vocational and Technical Education; Mr. Dale Hughey, State Coordinator of Area Vocational-Technical Schools, Oklahoma State Department of Vocational and Technical Education; Dr. Charles Rogers, Director, National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, Center for Occupational Education, North Carolina State University at Raleigh; Mr. Blan Sandlin and staff, Guidance and Counseling Section, Oklahoma State Department of Education; Dr. William Stevenson, Associate Professor of Education, Oklahoma State University, Assistant State Director and Head, Division of Research Planning and Evaluation, Oklahoma State Department of Vocational and Technical Education.

Cognizance must be taken of the efforts contributed by the panel discussants and Institute participants to deal with the issues which represented the major concerns of the Institute. The recommendations and plans for action put forward were in the main creative and practical.

Acknowledgment of excellent support must be extended to Dr. Helmer Sorenson, Dean, College of Education, Oklahoma State University, who took an interest in the Institute from its inception and who extended help in securing assistance and facilities to carry on the project.

SUMMARY

GRANT NO.: OEG-0-9-430472-4133(725)

TITLE: Institute VII, Development of Vocational Guidance and Placement Personnel for Rural Areas (Part of National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas)

PROJECT DIRECTOR: Harry K. Brobst
Professor of Psychology

INSTITUTION: Oklahoma State University
Stillwater, Oklahoma

TRAINING PERIOD: July 5, 1970, to July 10, 1970

Needs, Purposes, Objectives

The need continues for competent counselors and other guidance and placement personnel who can work with rural students in the areas of career development, occupational education, job placement, and work adjustment activities. Competent guidance workers and adequate counseling facilities in rural areas must be viewed as critical in the light of the fact that: (1) the pattern of rural to urban migration has indicated an increasing need for the rural schools to prepare their youth for urban life; (2) the number of rural youth moving into occupations other than farming has been larger than the number of rural youth remaining in agriculture; (3) large cities have more than twice as many of the youth generation as were native, while rural areas have lost about one-third of the young people; (4) rural youth has been frequently at a disadvantage because of limitations imposed by lack of adequate educational, occupational, and guidance resources and opportunities. The institute was designed for the purposes, primarily, of considering ways in which the services and competencies of counselors and other placement personnel, who work with students in rural settings, might be increased and improved.

The institute was planned so as to focus on consideration of the following concerns: (1) the present status of vocational counseling programs and facilities for students in predominantly rural areas; (2) the problems and characteristics of rural young people which make them different from young people raised in non-rural areas; (3) the orientation and training that counselors should possess who work with rural youth; (4) steps that could be taken to develop more effective and more innovative counseling and placement services, and the procedures for implementing those steps.

Procedures and Activities

Several meetings were held with the director of the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas and the directors of each of the institutes. Matters which

affected the operation of all seven of the institutes were considered at the meetings. A program planning committee was established by the director of Institute VII which was used to select the consultants and to assist in finalizing the program for his institute. Preparation for the institute included obtaining certain resource materials as well as securing facilities for meetings and reserving housing accommodations.

In order to carry on the program a variety of activities were utilized to enrich the institute experience. The program consisted of two formal lectures presented by nationally known individuals. One lecture was concerned with the present status of vocational counseling in predominantly rural areas, the other with the role and preparation of the counselor to meet the needs of rural youth in a changing world. Two panel discussions were presented. One was concerned with the problems and characteristics of rural youth, the other with the questions as to how vocational counseling and guidance services for rural youth could be improved. A series of group sessions were conducted dealing at length with issues raised in the lectures and in the panel discussions. Statements of intent were prepared by the participants and in each case represented a general plan for a project, program, or service to be initiated as a result of participation in the institute. There were opportunities for informal discussions following the sessions and in the evenings.

Sixty qualified applicants from thirty-nine states, representing a wide variety of backgrounds in vocational education, counseling, administration, participated in the institute. Not all of the individuals who accepted invitations were able to attend, and their billets were filled by qualified alternates.

Conclusions and Recommendations

The present status of vocational counseling programs and facilities for students in predominantly rural areas indicates that they are not adequate to serve the current needs of rural youth. In the institute much discussion centered around the kinds of steps that could be undertaken to deal with the various facets of the problem. Despite the fact that young people in rural areas tend to have limited access to courses in vocational education and to programs in technical training, they are likely to have learned the values of a work-oriented society and to have had actual work experience.

With the concept in mind that much can be accomplished with rural youth even with modest efforts, the following suggestions have been proposed or recommended.

1. Counselors working with rural youth should be trained as career development specialists. Such training should include (a) opportunities to refine counseling and consulting skills with clients, parents, school staff, etc.; (b) experiences in utilizing various types of occupational data and media to aid students in decision making; (c) supervised experiences in more than one industrial setting to become familiar with the jobs and the problems of the workers and

management; (d) opportunities to conduct and analyze community occupational and educational surveys.

2. The guidance programs of rural schools should be strengthened and expanded by (a) providing developmental programs of vocational guidance from the kindergarten to the senior year in high school; (b) employing resources like educational television and mobile guidance units; (c) using teacher guidance personnel, para-professionals and representatives from industry, technical education, and youth organizations to perform certain aspects of vocational counseling, advisement and placement; (d) strengthening the working relationship with the State Employment Service to maintain up-to-date information on job opportunities in the region.

3. It needs to be stressed that the placement process involves more than the mechanics of placing the individual on the job. It is the responsibility of the total staff working in conjunction with appropriate community and state personnel. Access to various current occupational materials, and the ways in which the materials relate to human resources, are important to the overall process of vocational development. The Oklahoma Occupational Training Information System (OTIS) or a system like it could serve the purposes of placement statewide by making available a comprehensive and continuous procedure for matching manpower supply and demand.

I. INTRODUCTION

The facilities and services available to rural youth for counseling, guidance, and placement have been limited in many sections of the country. In many places the basic obstacle has been lack of adequate financial support for such programs. Too frequently parents, teachers, and administrators have not been able to see clearly how vocational guidance services could be successfully implemented in rural schools, and money that might have been used for such purposes was spent in other ways. The need, therefore, to look at the current picture of counseling, guidance, and placement in rural schools appears urgent. It seems appropriate that the central concern of Institute VII be stated as follows: How can the services and competencies of the vocational counselor and other related personnel, who work with students in rural settings, be increased and improved?

The Purpose

The National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas were designed to provide inservice training for vocational and related personnel for the purpose of developing competencies to carry out more relevant programs in rural areas in vocational education and vocational guidance. The broad goals of the programs were to translate knowledge and research experience into action programs for the improvement of vocational education of people in rural areas is in accord with provisions outlined in the Vocational Education Amendments of 1968.

Institute VII was developed specifically for the purpose of giving the participants who represented wide diversities of background and experience in vocational education the opportunity to take part in a planned experience dealing with the following issues: (1) the career development needs of rural youth; (2) the function of counseling, guidance, and placement in career development; (3) the ways in which counseling and guidance services to rural youth can be improved.

The institute focused on two major expected outcomes. First, each participant was required to develop a statement of intent and a general plan for a project, program or service which he was to initiate as a result of participation in the institute. Second, the members of groups A, B, C, D, and E were required to prepare reports on the basis of the outcomes of each group's deliberations. It was assumed that the findings based upon these efforts would reflect in part the kind of constructive thinking initiated by the program.

Objectives

The objectives stated in the original proposal were delimited and combined in several instances where there seemed to be unnecessary overlap. The objectives were used as general guides for determining topics to be discussed in the institute. The objectives established were as follows:

1. To review the present status of counseling programs and facilities for serving vocational and technical education students in predominantly rural areas.

2. To look at the level of training of counselors who are currently functioning in these programs.

3. To examine the problems and characteristics of rural youth which may differentiate them from youth raised in non-rural areas.

4. To determine if counselors who are working with rural youth need training different in content and practice from the counselors working primarily with urban youngsters.

5. To determine the steps to be taken to develop more effective and more innovative counseling and placement services and to recommend how the steps might be implemented.

General Plan of Operation

The project involved planning, conducting, and evaluating a one week institute held on the Oklahoma State University campus, July 5-10, 1970. The program was planned so as to actively involve the participants in a variety of activities designed to realize the objectives of the program.

Considerable time was allocated to small group sessions. In addition formal papers were presented by consultants, and panel discussions were conducted by specialists. These activities brought many of the problems into meaningful focus and directed the thinking of the participants toward some partial solutions of them.

Seventy-three individuals were selected initially from among the applicants to attend the program. In instances where the invitations were not accepted the billets were filled by qualified alternates. When the program got underway sixty invitees attended the institute.

II. METHODS AND PROCEDURES

Selection of Participants

A major criterion for the selection of participants to attend the programs was that of achieving a reasonable representation of professional and related personnel from vocational and related areas at all government levels who were concerned with the problem areas under consideration at each institute.

The procedures which were employed were as follows: (1) a brochure was prepared by the multiple institutes staff describing the multiple institutes program and the major thrusts of the individual institutes; (2) the brochure was forwarded, with the institute application form, to State Directors of Vocational Education, Directors of Research Coordinating Units, teacher educators in vocational education, State Directors of Guidance, local directors of vocational education, and other persons and agencies considered to be included in the list of potential applicants; (3) the individuals were requested to complete applications for the institutes or to nominate persons who appeared to be qualified for them; (4) the application forms provided information regarding training, experience preference for institutes, and descriptions of current job assignments to assess relevance to the institutes to which the individuals were applying; (5) the applications were evaluated on the basis of training experience, capacity to make some contributions to the program, and commitment to implementation; (6) final selection of prospective participants was based on the evaluation of applications with attention being directed to the identification of teams of vocational education and related personnel who would participate in each of the institutes from states that ranked high in rural characteristics.

As a result of these procedures each institute director was provided with copies of the prepared application forms of prospective participants and alternates for this institute. It was the responsibility of each director to invite the prospective participants and to substitute alternates when necessary.

Letters of invitation (Appendix A) were mailed to the persons chosen to be invited. Those selected as alternates were notified at the same time. Individuals who indicated desire to attend the program were mailed a preregistration form (Appendix A), information about Oklahoma State University and Stillwater, and reports (Bishop, 1970; Calkins, 1969, 1970; Griessman and Densley, 1969; Havelock, 1969) which they were asked to read before attending the institute.

A list of the participants giving their names, addresses, professional responsibilities, and the discussion groups in which they

participated have been included in Appendix B. Also included in Appendix B is a list of the institute consultants, and supporting staff from Oklahoma State University.

Planning the Institute

Early in the spring of 1970 a group of consultants was convened to assist with final plans for Institute VII. Although the topics and procedures were spelled out in the proposal the deliberations and recommendations of the consultants helped to clarify and define objectives, refine content, and suggest names of persons appropriate to serve on the discussion panels. Among those attending Mr. David H. Pritchard, Senior Program Officer for Student Personnel Programs, Division of Vocational and Technical Education and Miss Esther Nichols, Vocational Education Training Branch, Bureau of Educational Personnel Development, were most helpful in making recommendations for organizing the program of the institute.

Efforts were made to locate published materials concerned with counseling and placement of youth in rural areas. It was interesting to discover the limited amount of such materials currently available. Titles of a number of articles obtained from professional journals in counseling and vocational education were selected and forwarded to the participants in order that they might become more familiar with some of the counseling procedures useful in helping all youth come to a more effective understanding of themselves regardless of background. Titles of several of the more significant articles are asterisked in the Bibliography. Although the program was not concerned basically with counseling process it seemed appropriate to bring it to the attention of the participants as part of the background of preparation for the institute.

The preregistration form (Appendix A) which the participants submitted prior to attending the institute presented descriptions of the areas of discussion with which Groups A, B, C, D, and E were to be concerned. Efforts were made to place each individual in the group closest to that of his interest and expertise. It was assumed that such placement might be of value in assisting each person to make his maximum contribution to the deliberations.

Conducting the Institute

A wide variety of activities were employed to enrich the understanding and experiences of the participants. These were formal papers presented by three of the consultants, two panel discussions by experts in counseling and vocational education, large and small group discussions, informal talks, and individual assignments.

The formal papers of each of the major consultants were made available to the participants following the institute. Two of the consultants were in attendance for almost the entire week. In addition to their papers they were available as resource persons for group and individual consultation and as chairmen of the panel discussions.

The participants were required to prepare statements of intent and general plans for projects, programs or services which they were to initiate as a result of participation in the institute. In addition to statements of intent the thinking of the various groups involving their deliberations and recommendations were prepared for inclusion in the final report.

The institute was held in the new Agricultural Hall where facilities were available for the formal sessions and small group meetings. See Appendix C for the program which outlined the topics presented and the individuals responsible for them. Most of the participants and several of the consultants were housed in the Willham Complex which is a new and modern high-rise dormitory. Facilities for meals were available adjacent to the Complex. A number of informal sessions and small group meetings took place in the dormitory in the evenings.

Introduction and Orientation

The program got underway on Monday morning with a formal welcome to the institute and to the University by Dr. William Frazier, Assistant Professor of Education, and Director of Vocational Research Coordinating Unit, Oklahoma State University. He stressed the value of guidance in assisting students and adults in making wise vocational decisions, in helping them find meaningful and practical educational programs, and in assisting them in the tasks of job placement.

The participants were supplied with identification tags, a list of fellow enrollees, and copies of the institute program. Pretests were administered involving items covering opinions about vocational education and personal beliefs. The instruments were part of the evaluation planned for all seven institutes. The institute director followed the tests with a review of the purposes and objectives of the program and the anticipated outcomes. Consultants and staff were introduced; the introductions were followed by highlighting the logistical and other operational procedures of the program. No formal socials were planned for the members.

Institute Evaluation

The procedure for the evaluation of Institute VII was part of an effort involving an extensive evaluation of the entire multiple institutes program which was designed and implemented by the Center for Occupational Education at North Carolina State University. The outcomes of the total evaluation have been discussed in the National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas Final Report.

The summary evaluation was designed to determine whether the objectives of the multiple institutes program were attained. The objectives of the program implied that the following behavioral changes would take place in participants of the institutes: (1) the institute participants should view themselves as more capable of bringing about change at the end of the program than they did at the beginning of the institute; (2) the institute participants should have more positive attitudes toward

vocational education in rural areas at the end of the program than they had at the beginning of the program; (3) the participants should view the institute at the completion of the program as having met its stated objectives; (4) the institute participants should use the information obtained in the institute to bring about changes within the communities and states represented by the institutes.

To assess the attainment of the first objective, Rotter's Internal-External scale was administered to measure the extent to which the participants felt that they had the ability or skill to determine the outcome of their efforts to bring about changes in vocational education in rural areas. The instrument was administered at the beginning of each institute and again at the end of the institutes to measure changes in participants' perception of their ability to bring about changes in vocational education in rural areas.

To measure the attainment of the second objective, an attitude scale was constructed to measure general attitudes toward vocational education in rural areas. The attitude scale, Attitude Toward Vocational Education in Rural Areas, was tried out on a representative sample of participants to establish its reliability. The instrument was administered at the beginning and again at the end of each institute to measure changes in the participants' general attitudes toward vocational education in rural areas.

To measure the attainment of the third objective the Formative Evaluation Measure (Posttest Form 3) was administered at the end of each of the institutes. The Formative Evaluation Measure provided a measure of the participants' evaluation of the program. The instrument included such items as the extent to which the objectives of the institute were clear and realistic, the extent to which the participants accepted the purposes of the institute, whether the participants felt that solutions to their problems were considered, whether the participants were stimulated to talk about the topics presented, etc.

To measure the attainment of the fourth objective, follow-up interviews were conducted with a sample of participants in 40 states, using a partially structured interview guide which has been used by the principal investigator in the evaluation of other conferences and institutes. The interview guides were structured to ascertain the extent to which the participants have implemented the project, program or service which they planned during the institutes.

In addition, the State Directors for Vocational Education in the 40 states were interviewed, using a specially prepared interview guide, to assess their perceptions of the impact of the institutes on changes in the vocational education program in rural areas. The interviews with State Directors were directed primarily toward the assessment of the efficacy of the strategies for effecting changes which were to be developed as part of the project.

III. FORMAL PRESENTATIONS, SUMMARIES OF PANEL DISCUSSIONS, AND GROUP REPORTS

Introduction

The first part of the section which follows contains the formal papers presented by three of the consultants; the second part contains the general summaries of the two panel discussions; the third part presents the reports of the discussion groups.

Although the participants had materials recommended to them which they were asked to read prior to the institute, the formal presentations of the consultants served to set the stage, as it were, for the panel and group discussions by presenting pertinent background information, raising questions, assessing programs, and suggesting new directions for further endeavors. The papers served as the foundation upon which a large part of the program was structured.

The formal presentations dealt with (1) the present status of counseling and guidance in rural areas; (2) the career development needs of rural youth; (3) an occupational information system and its implications for placement. The panels considered (1) the problems and characteristics of rural youth, and (2) ways in ehich guidance services to rural youth could be improved. The group discussions were concerned with the effective utilization in counseling of teachers, peers, and environmental resources, as well as with the placement problems of rural youth, the selection and training of counselors, and the development of innovative counseling and placement programs.

Part A. Formal Presentations

THE PRESENT STATUS OF COUNSELING AND GUIDANCE IN PREDOMINANTLY RURAL AREAS

Kenneth B. Hoyt
Professor of Education
University of Maryland

Introduction

As we approach the decade of the 70's, the strength of an environmental emphasis on the problems of education is obvious. The last half of the decade of the 60's and at least the first half of this decade would appear to represent a time of prominance for the educational sociologist. The assignment of this topic, with its emphasis on rural areas, is clearly illustrative of the trend. At present, it is unknown when we will return to a psychological basis for viewing various aspects of counseling and guidance as central guidance conference themes. It seems appropriate to recognize the existence of this trend at the outset. In doing so, we must accept responsibility for focusing our attentions and concerns in ways that reflect this trend.

Personally, I find myself feeling accepting, but uncomfortable with the trend. I can accept it because I see it as reflecting our attempts to cope in understanding ways with the rapidity of social, psychological, occupational, and economic change in the country at the present time. By focusing on relatively small segments of the total society, our chances for acquiring such understandings are increased. At the same time, I am uncomfortable with the trend in that it represents a relatively new direction for the counseling and guidance movement. The literature in our field has seemed to respond slowly to this trend during the last five years. For example, during that period, I could find no article in the Personnel and Guidance Journal, supposedly our leading professional publication, dealing with counseling and guidance of rural youth. As a matter of fact, I could find only two in that journal during the past ten years dealing with this topic.

The result is that it appears no one is in a position to state, in as accurate and comprehensive manner, exactly what the status of counseling and guidance is in predominantly rural settings. If we take the prime focus of this conference, which is stated as vocational guidance and placement, this is even more true. The only data I know that exist pertaining to vocational guidance of rural youth as they relate specifically to counselors, vocational educators, and opportunities in vocational education are those I have collected as part of the Specialty Oriented Student Research Program. While these data are collected, we have had no research funds available for analyzing them or reporting those results.

As further illustrations of our ignorance, I would hypothesize that most professionals in the counseling and guidance movement would be hard pressed to give accurate definition of what is meant by a "rural area".

I know this true on my part for I have spent many hours trying to think about the problem. As I reflect on experiences I have had in working with guidance programs in such diverse parts of the country as the farm lands of Iowa and Georgia, the deserts of New Mexico and the state of Washington, the delta lands of Mississippi and Louisiana, the mountains of West Virginia and Vermont, and the ranches of Texas and Montana, I am overwhelmed by the differences in rural youth and opportunities available to them that I have seen.

I have seen guidance and counseling programs in rural settings where most students come from affluent farm homes and in others where poverty is the rule, where students go to comprehensive, modern high schools and where the "school" exists more in name than in educational significance, where students tend to remain in the rural area all their lives and where it is a generally accepted rule that, once they leave the high school, they also leave the community, where vocational education is almost completely lacking and where comprehensive vocational education facilities are not available.

There seems no doubt about what, inadequate as it may be, a discussion of this topic demands that some definition be given for the term "rural area." For purposes of this paper, I would like to define a "rural area" as one in which the towns do not exceed 10,000 people and in which agriculture is a prominent, if not the dominant, occupation. What I have to say here will be predicated on this very arbitrary and obviously inadequate definition.

This definition is intended to be one that can be contrasted with what one would refer to as a "metropolitan area." That some point of contrast is needed seems obvious when one is assigned the task of speaking about "status"--i.e., the term "status" seems to imply comparisons with something. This, then, is the approach I want to take.

In thinking about the present status of counseling and guidance in predominately rural areas, I would like to do so using three bases for comment. First, I want to comment on the rural environment as it pertains to counseling and guidance needs of students. Second, I want to make some comments regarding the present nature of guidance programs in rural areas. Finally, I hope to comment briefly on needed directions for change in counseling and guidance programs for rural youth. In all of these comments, I will try to remain as consistent as possible with the environmental emphasis implied by the topic. That is, I hope to speak of environmental conditions and environmental solutions. The incompleteness of this approach should be as obvious as its necessity. All of the comments that follow should, to be properly interpreted, be preceded by the phrases "generally speaking" and "relatively speaking." There is no other way they can be pictured as possessing any degree of validity.

Vocational Guidance Needs of Rural Youth

It would seem unwise to attempt to picture the vocational guidance needs of rural youth as differing from those of other youth. Similarly,

it would seem unproductive to take time here to simply list such needs. They are well known to participants in this conference and readily available to the general public (Hopson and Hayes, 1968). Rather, it would seem more productive here to look at such needs from two perspectives. First, in terms of some of the relative advantages rural youth may be seen to have over urban youth and, second, in terms of some of their disadvantages. Each of the following statements regarding such advantages and disadvantages could, at this point in time, be thought of as a hypothesis which should be tested.

In terms of advantages enjoyed by rural youth with respect to problems of vocational guidance and placement, I would hypothesize the following to exist:

1. Rural youth are more likely to have been exposed to and accepted the values of a work oriented society than are non-rural youth. They are more likely to come from homes having a work-oriented culture, to have actually seen their fathers at work, and to see work more as a way of life than have non-rural youth. To the extent this is true, they should be better motivated to think of themselves as workers when they assume the adult role.

2. Rural youth are more likely to have had actual work experience than non-rural youth. This is not to say they are likely to have had as a variety of work experience, but only that they are more likely to have worked. To the extent this is true, they are more likely to have learned concepts related to worker dependability, punctuality, initiative, and perseverance than persons who have never worked.

3. Rural youth are more likely to be encouraged to become members of the work force than are non-rural youth. Such youth are growing up in a work-oriented society, and it is very difficult to escape notice from society if one is a rural or small town youth. For example, several years ago, Van Dyke and I found, in studying the drop-out problem in Iowa schools, the lowest drop-out rates were in schools having the most school counselors (Van Dyke and Hoyt, 1958). When we explored this problem in depth through a series of case studies, we discovered many kinds of immediate societal pressures on the rural youth to stay in high school. He simply could not drop out and be unnoticed as could the youth from the large urban areas.

In terms of disadvantages of rural youth with respect to problems of vocational guidance and placement, I would hypothesize the following to exist:

1. Rural youth are less likely to have manpower programs of vocational training available to them than are non-rural youth. It has seemed to me that, in operation, programs such as those operated under MDTA, NYC, Job Corps, CEP, WIN, and NABS have been relatively more available to

rural youth. In making this statement, I am aware of the fact that some such programs have been specifically designed and operated for rural youth. I am simply saying that it seems to be rural youth who have been relatively more disadvantaged in terms of such opportunities than have urban youth. The hypothesis could be tested.

2. Rural youth are less likely to have comprehensive programs of vocational education available to them in the elementary and secondary school settings than are non-rural youth. This is particularly true in terms of variety of curricular offerings in the senior high school and programs for bringing rudiments of vocational education into junior high school and elementary school classrooms. Again, I am aware that it is said there are, on the average, 1.8 new area vocational schools opening each week now serving rural youth and, if this is true, it is certainly rapid progress. Yet, I hypothesize this discrepency still exists. I know of no community having a high school that fails to offer a college preparatory program. I still know many where, in effect, this is the only curriculum offered.

3. Rural youth are less likely to have opportunities for vocational try-out experiences through planned work-study programs than are non-rural youth. To the extent this is true, it is serious in terms of not only the opportunities for vocational exploration, but also in terms of contacts with possible employers.

4. Rural youth are less likely to have opportunities for differential kinds of specific course offerings in academic areas than are non-rural youth. The presence, for example, of several types of English courses is not uncommon in large city senior high schools, but it certainly is is most rural schools. Where the counselor in many large city high schools finds it desirable to transfer students from one English teacher to another even in terms of personality conflicts the counselor in many rural high schools has no such opportunity, e.g., if the student is to take English, there is only one teacher of English in the building.

5. Rural youth are less likely to have opportunities to see the breadth of existing occupations in practice than are non-rural youth. This is particularly true in terms of industries employing large numbers of workers. While, to be sure, there are no automatic assurances that urban youth will, in fact, learn about such industrial occupations, at least they are in closer geographic proximity to them and can certainly see that they do exist.

6. Rural youth are less likely to have opportunities for public post high school occupational education available to them than are non-rural youth. I am thinking particularly here about occupational education opportunities in the community colleges of the nation. While, to be sure, many such community colleges cover areas that include rural as well as urban populations, they are much more likely to be located in urban centers and, at least for this reason, to be relatively more available to urban than to rural youth.

7. Rural youth are less likely to have facilities of the United States Training and Employment Service available to them than are non-rural youth. The program of mobile employment service facilities described by Aller (Aller, 1967) is still more of a model idea than a national practice. I have a distinct impression that this hypothesis would certainly hold up were it to be tested in a research study.

These are but a few of the possible advantages and disadvantages of rural youth in terms of their needs for vocational guidance and placement. They are presented here, not as a complete set, but only as illustrative hypotheses that hopefully will aid those concerned with looking at these problems for this population.

Counseling and Guidance Programs for Rural Youth

It has often been assumes that rural youth, as opposed to non-rural youth, have fewer problems. This assumption has been verified, at least to a limited degree, by research reported by Smith in 1961 (Smith, 1961). The actual number of problems reported by rural youth was significantly less than the number reported by urban youth in the study Smith conducted. If, however, one looks at Smith's findings carefully, it will be seen that the number of problems related to the student's educational and vocational future was relatively greater for rural youth than for urban youth.

To the extent that rural youth report fewer problems than do urban youth, it would be my contention that their problems are, in fact, greater. Paradoxical as this statement sounds, it seems to make sense to me. That is, one way of defining a problem is by viewing opportunities for choice available to the individual. Where no such opportunities exist, one does not have the problems that occur when such opportunities do exist. It is not a great problem for the rural youth, for example, to choose between vocational agriculture and vocational homemaking. It may be a very big problem for the urban youth to choose from among twenty or more kinds of vocational education opportunities.

What is the status of counseling and guidance programs available to meet the needs of rural youth compared with those available to non-rural youth? Again, we have a question that can be answered only in relative fashion and whose answers could be proven very wrong if one were to cite specific examples of specific guidance programs in specific schools. Some very excellent guidance programs operating under the direction of excellent counselors are operating in rural areas. I am thinking here about such people as Glen Fear from Tipton, Iowa, Darryl Larramore from Sonoma County, California, and Fred Champagne from Glen Falls, New York. Without trying in any way to detract from the presence or contributions of such individuals or the guidance programs they represent, it seems to

me that the following set of statements may be hypothesized to be true for guidance programs operating in rural as opposed to non-rural areas.

1. Guidance programs in rural areas are less likely to operate under an organized basis, K-12, with guidance specialists at each level in the system than are systems in urban areas. The elementary school counselor movement, partly because of finances and partly because of size of rural elementary schools, has not progressed as far or as fast in rural as in non-rural areas. While to be sure, in some rural areas, one counselor serves the entire system K-12, the special expertise required for optimum guidance programs at the elementary, junior high, and senior high school levels has often been unavailable in the rural areas.

2. The relative number of full-time, fully prepared school counselors is less in rural than in non-rural areas. Again, this is, in part, due to the smallness of many rural high schools whose size prevents them from employing a full-time counselor. In part, of course, it is due to typically higher salaries that prevail in the urban and suburban areas that attract counselors most qualified to those areas rather than the rural setting. I feel obligated to add that, in view of the typical lack of relevance of counselor education programs in preparing counselors to adequately perform vocational aspects of guidance, I cannot view the relative lack of supposedly well prepared counselors as a serious detriment.

3. The relative degree of professional isolationism associated with the job of the school counselor in the rural area has both created and solved problems for the guidance program. This was demonstrated in a study conducted by Wasson in the State of Wisconsin about six years ago (Wasson and Strowig, 1965). Wasson found that "isolated" counselors, e.g., those in one counselor schools were not as professionally prepared nor did they participate as actively in professional guidance association activities as did counselors in multiple counselor schools.

4. The relative opportunity for availability of a complete program of pupil personnel services is less in the rural than in the non-rural school setting. As with elementary guidance, concepts of pupil personnel services have been more actively implemented in urban than in rural settings across the country. Where such complete services have been available in rural settings, they have usually been provided under some larger educational unit than a single school system with services spread on an intermittent basis among rural schools in the area.

5. The relative opportunity for counselors to learn about occupations in business and industry has been less for counselors in rural than in urban areas. The interested counselor,

operating within a city school system, can, if he chooses, go any day to visit business and industry either during the school day or after school is out. It is much more difficult for the typical rural counselor to do so.

6. The relative opportunity for guidance personnel to participate in and conduct meaningful job placement programs is less in the rural than in the non-rural area. This is true in terms of tendencies of employers to visit schools where students seeking placement are located, in terms of ease of establishing working relationships with employment service counselors, and, to the extent to which vocational education facilities are lacking in rural areas, in terms of involving vocational education instructors in the job placement process.

7. The relative opportunity for rural counselors to acquire meaningful information regarding post high school occupational opportunities available to their students is less than that of counselors in non-rural areas. Again, it usually comes down to a matter of ease of opportunity to do so. With the majority of both public and private occupational educational institutions located in or close to urban areas, it is much easier for counselors in those areas to visit such schools and maintain contacts with their personnel than it is for counselors in rural areas. The problem becomes particularly severe for many counselors in rural areas with respect to the growing number of private trade, technical, and business schools operating in the United States. Such schools typically have active sales forces at work in the rural areas and professional cooperation with school counselors has at times been considerably less than desirable.

Needed Directions for Change

If counselors and students from rural areas are disadvantaged in ways such as have been hypothesized here, what can be done now to correct the situation? I see little point in trying to answer that question in a scholarly, systematic manner. The directions for needed action are it seems to me, eminently clear from a description of the problems themselves. Rather than take them one at a time, I would prefer to conclude this presentation with a few specific examples of practices I have seen recently that seem to me to illustrate action programs holding potential for meeting with the needs of guidance programs in rural areas.

Two such examples come easily to mind from the state of Maryland. One consists of a series of slide-tape presentations made by Maryland counselors for approximately 200 Maryland occupations that have been reproduced by the Maryland State Department of Education and made available to counselors throughout the state.

The second Maryland example consists of a series of industry visitation days available to counselors throughout the state who wish to travel to Baltimore on particular days throughout the year. Under this program, if a counselor attends all nine meetings, he receives exposure to nine major occupational areas in the city of Baltimore where his students are apt to go.

A third example is found in the Indiana Career Resources Center operated by Dr. Eldon Ruff, Indiana University at South Bend. This Center, while used more by South Bend counselors than by counselors from outside that system, is available to counselors in rural areas of Indiana as well. At that Center, a wide variety of occupational and educational information is maintained. In addition, consultative service in vocational aspects of guidance is available to counselors who request it. I have seen several examples of career resource information centers throughout the United States recently. It is an idea that seems to hold much potential.

Fourth, I was much impressed recently with attempts of the Pasco School District, Pasco, Washington, to help counselors from their rural areas become acquainted with industrial opportunities for their students. This program, operated in cooperation with Washington State University, seems to me to represent an excellent in-service project for rural counselors and, more importantly, also involves teachers and administrators from these same school districts.

Fifth, I liked the system in Santa Clara County, California, under which each school in that county--both rural and urban--has been "adopted" by one industrial or business organization in that county. Coordinated by the county department of education, this program provides a meaningful link between schools and industries and appears to be helpful in aiding students find ways of helping school make sense to them.

Sixth, I recently participated in an exciting in-service education program for counselors in Oakland County, Michigan. This county is in the process of opening four area vocational schools, each of which will serve students from particular portions of the county. The program that Dr. Robert Williams of the Oakland County Schools has planned to acquaint those counselors with opportunities in the area vocational school and methodologies for helping students consider attendance at those schools appeared far superior to me than any formal graduate course I have seen.

Seventh, I was much impressed with the mobile guidance laboratories operating in the state of Illinois under auspices of the Illinois State Department of Public Instruction. These mobile busses each serve a number of very small rural high schools, none of which is large enough to hire a counselor or accumulate and maintain meaningful guidance information. The preliminary evaluations I have seen from this project appear very promising.

Eight, and finally, I feel obligated to mention the Specialty Oriented Student Research Program as one that helps meet certain guidance needs of rural youth through providing pertinent information to

rural as well as non-rural counselors regarding post high school occupational education opportunities in both public and private school settings. This program, operating through state branches of APGA, has experienced considerable success in getting research results out to counselors in all schools of a state.

These examples could go on for a considerable length of time. I see no point in doing so here for two reasons. First, I know that many more examples are well known to participants in this conference. Second, even these few examples are sufficient to illustrate the basic principals involved.

One such principle has to do with the necessity for action to be taken by some responsible educational agency beyond the local school level. This will probably, in most states, be the state department of education. Great strengthening is needed at this level in terms of staff and in terms of financial support.

A second principle has to do with the necessity for helping both counselors and students from rural areas travel to urban areas in order to learn about educational and occupational opportunities existing in such areas. The mobility of our general population today demands mobile counselors who will frequently leave the local school in order to further professional guidance goals.

The third principle has to do with the current need to upgrade most of the practicing counselors in this country with respect to vocational aspects of guidance. We cannot plan on a never-ending campaign to give counselors, on an in-service basis, the basic skills and knowledges they should have learned in their counselor education programs. The counselor education programs themselves must be changed. This topic can be dropped here since it forms the second major concern of this conference and is to be approached later in a second paper.

Concluding Remarks

This then, would represent the status of guidance and counseling programs in predominantly rural areas as I know it. In closing, let me repeat that these remarks, because of my lack of clear-cut knowledge, have been largely couched in the form of working hypotheses. Each of these hypotheses can be tested initially by the experiences shared by those attending this conference. Each is verifiable by research. For my part, while I want to encourage such research, I do not feel we need to wait for it to be completed before taking action. There is not time to wait. I would hope this conference can mark a significant beginning.

MEETING THE CAREER DEVELOPMENT NEEDS OF RURAL YOUTH: THE ROLE AND PREPARATION OF COUNSELORS

Norman C. Gysbers
Associate Professor of Education
University of Missouri

The role of education in meeting the career development needs of rural youth is threefold. First, a determination of their needs must be made. Second, programs must be developed and resources must be mobilized to meet these needs. And third, effective evaluative procedures must be designed to test program validity and to suggest ways to continually improve and extend program impact. What follows in this paper is an attempt to illustrate the use of this model--needs, programs, evaluation--as it applies to the role of counselors who work with rural youth.

Career Development Needs of Rural Youth

In recent years investigators have researched and commented upon various facets of the career development needs of rural youth. While some results are contradictory, certain themes consistently appear.

1. Rural youth need improved and expanded opportunities to become aware of and develop their vocational identity. The literature consistently indicates that rural youth are disadvantaged in their opportunities to develop a vocational identity when compared to urban youth. Frequently, rural youth lack an adequate sampling of worker-role models and information about a wide variety of occupations on which to base their developing attitudes and values their vocational identity. Lack of such opportunity, however, does not result in an occupational knowledge and value vacuum. On the contrary, occupational values and attitudes are formed early (usually on the basis of fragmentary information and stereotypic expectations about occupations), and are used as a basis for judgment. These inadequately formed values and attitudes serve as a prism through which educational and occupational opportunities are viewed with the result that premature educational and occupational foreclosure may occur.

2. Rural youth need improved and expanded opportunities to conceptualize their emerging vocational identity through continuous and sequentially articulated career exploration

activities. Possible career options require continuous reality testing to help individuals evaluate what such options may mean to them--to their vocational identity. Sequentially organized career exploration activities are an integral part of this testing process. It is imperative that such activities begin in elementary school and go well beyond only providing economically-oriented occupational information and simply helping individuals develop specific job skills for one occupation. A broad range of exploratory career experiences which encompass the psychosociological dimensions of work as well as the economic dimensions are required at all educational levels to accomplish the task of helping rural youth understand the options which may be available to them.

3. Rural youth need improved and expanded opportunities to generalize their emerging vocational identity through effective placement and follow-through adjustment activities. An important part of career development involves the processes any individual goes through in translating his emerging vocational identity into actual work settings. During this phase attention needs to be focused on effective educational and/or occupational placement and follow-through adjustment activities.

The Counselor's Role

Once the career development needs of rural youth have been identified, programs of career exploration to meet these needs must be developed and managed. Counselors have a significant part to play in this process but it is the responsibility of the total educational community to accomplish the task. This responsibility will require that career exploration in the school be approached in a manner commensurate with other major educational objectives. Counselors cannot carry out their specific functions effectively unless they are supported by all educational personnel.

Program Development

A major priority function in the counselor's role in meeting the career development needs of rural youth is career exploration program development. Prerequisite to the development of such programs, however, is an understanding of the learning process and knowledge of how to structure and transport program content.

The career development process is viewed as involving three kinds of learning: (1) perceptualization, (2) conceptualization, and (3) generalization. Individuals encounter these kinds of learning in a formalized way while progressing through the elementary, secondary, and post-secondary school years. Since these kinds of learning are sequential in nature, one building upon the other, career exploration programs need to emphasize perceptual learning activities during early elementary school years, conceptual learning activities during later

elementary school years, and generalization learning activities during secondary and post-secondary school years. While it is recognized that the three types of learning can occur in individuals at all educational levels, the career development tasks and decisions faced by students of different ages and levels of maturity will require programs which first emphasize perceptual learning, then conceptual learning, and finally generalization learning.

Perceptualization learning has three dimensions: becoming aware, being able to differentiate, and being able to discriminate. Perceptualization learning focuses on the processes necessary for an individual to become aware of himself and his environment and to differentiate and discriminate between and among them. In an occupational sense, perceptualization learning begins at the early elementary school level as students develop occupational awareness. Occupational differentiation and discrimination also takes place at this level as students are able to differentiate between certain kinds of occupations. Students at this age, however, are less likely to be able to discuss in detail what persons in various occupations do or what their life styles are like. To do this requires the ability to conceptualize and this occurs as the next type of learning is mastered. As students learn how to conceptualize occupations as to occupational functions and life styles, they also attach values and develop attitudes about these aspects. These values and attitudes become the prism through which occupational generalization learning occurs. As students come in contact with new occupations, they see them in the light of these values and attitudes.

Based on an understanding of the needs of learners, an appreciation of the learning process, and knowledge of how to structure and transport career program content, counselors should establish career exploration program advisory committees of teachers and lay persons to help develop guidelines and gather program resources to relate subject matter to the work world. The Developmental Career Guidance Project (DCGP), directed by George Leonard of Wayne State University, has used this procedure effectively in implementing career exploration concepts and activities into the classroom. The following guidelines are directed toward teachers and are used in one of the DCGP schools. They illustrate only a few of the ways teachers can be helped to relate their subject matter to meet the career-development needs of youth.

I. Relate in as many ways as possible your subject matter to the world of work and self development.

   1. Help you students think about what they may become and how the immediate subject matter may help them.

   2. Help your students think about possible careers related to your subject.

   3. Utilize field trips to places of business and industry or use films and other media so that your students can see and identify with a wide variety of worker role-models. Be people oriented rather than product oriented in your approach.

   4. Arrange for varieties of workers to visit your classroom as role-models.

5. Use bulletin board displays to relate your subject matter area to possible careers.

II. Help your students know themselves better and build positive self-images.

1. Showing greater awareness and concern for student's problems--letting them know that you care.

2. Build on students' strengths while helping them overcome weaknesses. Emphasize success.

3. Allow students to become involved in planning, so that they have something to say in establishing their own goals and can see personal meaning in working to achieve these goals.

III. Teach the importance and interdependence of all work.

1. Help your students develop an appreciation for the dignity of all kinds of work.

2. Help your students develop appropriate attitudes relating to work and the sexes. The line between what has been "male" work and "female" work is becoming extremely thin.

3. Be alert to textbook bias.

4. Help your students understand the all-pervasive effects of work:

a. Influences way of life.

b. Influences values.

c. Influences manner of speech, dress, and leisure-time activities.

d. Determines where families live, whom they meet, and what schools they attend.

e. Determines families social and economic status.

IV. Help your students anticipate changes in the world of work.

1. New inventions.

2. Automation.

3. Obsolescence of some types of jobs.

4. Obsolescence of knowledge.

Program Coordination and Consultation

A second priority function in the counselor's role in meeting the career development needs of rural youth is program coordination and consultation. Effective program development is not enough. Careful and continuous program coordination must occur. By frequently consulting with advisory committee members, teachers, and other program personnel, the counselor can attend to program continuity, see where program gaps exist, and provide appropriate resources where needed.

Some specific counselor functions under coordination and consultation include:

1. Maintaining a career media resource center.

2. Arranging for field trips, worker role model visits, and career and educational opportunity days.

3. Providing in-service programs for teachers and parents concerning career exploration program activities.

4. Speaking to community groups to explain program thrust and the need for community support.

5. Utilizing national events such as National Vocational Guidance Week to highlight local program activities.

Guidance and Counseling

A third priority function in the counselor's role in meeting the career development needs of rural youth focuses on the type and nature of the direct contact activities counselors should have with students. Up to this point the emphasis has been only on counselor functions which provide indirect contact with students. In actual practice, however, counselors should be spending from 40 to 60 per cent of their time in direct contact with students, either in group guidance experiences, small group counseling activities, or in individual counseling sessions.

A major focus of counselor contacts with students should be on helping students assess the impact the career exploration activities they are experiencing are having on them. The basic questions which should be asked continually of each student include: What does this experience mean to you?, To your vocational identity?, How does this experience fit in with what you have experienced previously?, and, How does it fit into the plans you have for your next step?

Placement

A fourth priority function in the counselor's role in meeting the career development needs of rural youth is placement. This function is not the counselor's responsibility alone, however. Nor is it to be defined narrowly as only entry level job placement. Rather, placement must be viewed as helping students make the next step in generalizing their emerging vocational identity. This may mean helping students make the transition to work and/or it may mean helping students move to another educational setting to gain additional training before they enter the work world. In any event placement should be viewed as a joint responsibility of all school personnel working in conjunction with appropriate community and state personnel. Such responsibility goes beyond the actual mechanics of placing a person on the job. In

broadest terms the placement responsibility that all school staff have is to prepare students to become aware, conceptualize, and generalize their vocational identity. This is true particularly for educational personnel who work with rural youth.

Different Staffing Patterns and Resources Required

For a number of reasons (economic conditions, small schools, sparsely populated areas) the traditional functions of the counselor role and the concept of counselor-student ratio as it occurs in many suburban schools seems inappropriate for counselors who work in rural areas. Different staffing patterns must be devised, in my opinion, if we are to meet the career development needs of rural youth. I already have suggested that counselors who serve rural youth must reorient their role but up to this point I haven't discussed the mechanics of how this may be done. There are two techniques now being tried in several parts of the country which appear promising in helping counselors do the job I have outlined. One is the use of mobile guidance units and the other technique is educational television.

The mobile guidance unit approach as it is now being used in different parts of the country is one way of bringing fully equipped counselors to isolated rural schools. The Mobile Guidance Units in the state of Illinois, the Mobile Guidance Career Center, Brillion Cooperative Vocational School, Brillion, Wisconsin, and Project MACE (Mobile Assisted Career Exploration) conducted by Utah State University are examples of programs of this type already in action. In each case the unit is designed to function as a resource center from which counselors operate. Using the mobile unit approach a counselor could be responsible for several schools in an area. Once he has developed programs through the use of advisory committees in each school, his task would be one of coordination and consultation. He could meet with teachers for consultation on the days he visits each school as well as provide direct service to students through structured group guidance activities and individual counseling sessions.

Separate from or in conjunction with the mobile unit approach to meeting the career development needs of rural youth is the vast potential of educational television. Two illustrations of television programming are the "Vocational Education Telelessons" developed for use in Georgia and "Learning = Earning, Television and Film Lessons for Vocational Education" now being used in Wisconsin. The Georgia series consists of sixteen films dealing with education and career exploration. They cover the educational opportunities available in Georgia, examine broad occupational awareness available to youth, and discuss transition from school to work. The Wisconsin films include 32 twenty-minute lessons aimed at assisting students in their search for their vocational identity in relationship to more than 20 employment areas.

Recent Federal rulings by the FCC require local TV stations to air more locally-produced programs. Also, the growing use of CATV in many

communities provides for local educational channels. These factors plus the general availability of TV equipment in many schools makes this a natural media for counselors to use to help meet the needs of rural youth.

By using these techniques--mobile guidance units and television--counselors may be able to bridge the distances between isolated rural areas and small rural communities. And, when these techniques are combined with locally organized career guidance teams (teachers and lay persons) to carry on day by day career exploration activities, the possibility of meeting the career development needs of rural youth is enhanced considerably.

Program Evaluation

The presentation of a comprehensive evaluation model requires more explanation than can be justified in this paper. There is a need on my part, however, to touch briefly on the topic because in one form or another the term accountability is being heard in educational circles with increasing frequency.

The last part of the model I suggested in the beginning of this paper is evaluation. And, fortunately, it usually is the last thing that is thought of and so most evaluation is done after the fact. To be effective, however, evaluation procedures must be established in conjunction with program development. For example, program objectives need to be stated in outcome terms so that program impact is observable and measurable.

In broad outline, program evaluation includes stating measurable objectives, deciding on the appropriate educational processes to be used to meet program objectives, and deciding on criteria and instrumentation to measure program outcomes. These three elements are basic and must be taken into account for effective program evaluation.

Counselor Preparation

The role I have outlined for counselors who work with rural youth is somewhat different from the role for which some counselor education programs presently prepare counselors. Although I have focused on working with rural youth, the role model I have suggested is viable, in my opinion, for all school counselors in urban as well as rural settings. Thus I am not advocating a separate kind of preparation for counselors who work with rural youth. Rather I am advocating modifications in the preservice education of all counselors.

The major theme that runs through the modifications I am recommending is the need for training which broadens the role of the school counselor. This theme is best stated by (Borow,1969) when he suggests "The counselor of the future will likely serve as a social catalyst, interacting in a two-person relationship with the counselee part of the time, but also serving as a facilitator of the environmental and human

conditions which are known to promote the counselee's total psychological development, including vocational development."

In my opinion, school counselors should be career development specialists. They should bring to school settings, knowledge of the career development needs of all youth, knowledge and skill in how to develop and coordinate career exploration programs, skill in consulting and providing leadership to school staff on the career development needs of youth, and knowledge and skill in working directly with youth in group guidance experiences, small group counseling experiences, and individual counseling sessions. If these are the functions of counselors, and in broad terms I believe they are, then counselors should receive preservice didactic and experiential instruction in how these functions are best performed.

Training strategies which make these understandings, knowledge, and skills available to counselors should be provided throughout the entire counselor education curriculum.

The following list is suggestive of some training strategies which may provide these skills:

1. Experience in career exploration in program development. Counselors should actually have practice in developing program objectives, deciding on appropriate processes to use, and discussing possible evaluation procedures.

2. Experience in how to consult with parents, teachers, administrators, and community leaders in the ways and for the reasons, they come in contact with these people on the job.

3. Experience in learning how to translate the nature of their contacts with students, particularly those of a career development nature, into meaningful terms as they consult with parents, teachers, and administrators.

4. Experience in conducting and analyzing follow-up studies and community occupational and educational opportunity surveys.

5. Experience in mobilizing and utilizing various types of data and media to aid students in career decision making.

Just as important, however, is the need to articulate preservice training activities with inservice activities carried on by guidance personnel in state departments of education. A planned sequence of training strategies, beginning with counselor education programs and carried on throughout the professional lives of counselors, is necessary to provide continuous opportunity to gain new understandings, knowledge, and skills.

OKLAHOMA'S OCCUPATIONAL TRAINING INFORMATION SYSTEM (OTIS) -- IMPLICATION FOR PLACEMENT*

Paul V. Braden
Acting Director and Associate Professor
School of Occupational and Adult Education
Oklahoma State University

Introduction

This paper deals in general with Oklahoma's development and operation of an occupational training information system (OTIS). An attempt will be made to provide you with a description of OTIS's unique aspects, historical development, basic procedures, future direction, and its implications for placement.

There has been little progress in developing information systems as such particularly those designed to aid in the planning and implementation of statewide vocational and technical education. However, Oklahoma has developed a comprehensive, statewide, and continuous system for matching manpower supply and demand. It is currently providing information on the supply of and demand for sub-professional manpower as the basis for improving decision making relative to manpower utilization in Oklahoma.

Oklahoma moved in the direction of an information system for better coordination of manpower training and decision making even before the 1969 introduction in the U. S. Congress of legislation aimed at comprehensive statewide manpower planning. However, it was realized that efforts to formulate a rational and useful state plan for the identification, development and implementation of those manpower programs most

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*The project was funded or co-sponsored by the State Department of Vocational and Technical Education, Manpower Administration, U. S. Department of Labor, Oklahoma Industrial Development and Park Department, Ozarks Regional Commission and Research Foundation, Oklahoma State University, with cooperation provided by the Oklahoma Employment Security Commission, Oklahoma Association of Private Schools, Manpower Research and Training Center, Oklahoma State University, School of Occupational and Adult Education, Oklahoma State University, Research Coordinating Unit, Oklahoma State University and the State Department of Vocational and Technical Education.

appropriate to Oklahoma's circumstances would be exercised in futility, pleasing only those who value a plan as an end in itself, unless it was built on a solid data base. This data base should not only reflect the data needs of vocational instructors, state supervisors, and vocational counselors, but also should be in line with the data needs of top administration.

Unique Aspects

OTIS has the following unique aspects:

1. It was designed, initiated and implemented under the direction of a steering committee with representation from all agencies needed to make the system successful.

2. It was designed to provide systematic and continuous information with data collection and analysis roles based on functions which often times transcend traditional agency lines, e.g., the State Department of Vocational and Technical Education provides manpower supply data while the Employment Security Commission cooperates in providing manpower demand data.

3. The system utilizes industrial training coordinators** from local vocational schools as demand data collectors in order to strengthen the liaison between schools and employers.

4. The system emphasizes the collection of universe information while many states are restricted or inclined toward using data derived from sampling techniques which allow emphasis on knowing the vital characteristics of both trained individuals and specific job openings at specific establishments.

Historical Development

In the spring of 1968, representatives from the Research Department of Oklahoma's Industrial Development and Park Department, the State Department of Vocational and Technical Education and the Oklahoma Employment Security Commission met with representatives of Oklahoma State University to discuss the need for a statewide research and demonstration project. Specifically, this project was to better relate available resources to the implementation of a strategy for economic development in Oklahoma which had the primary objective of closing the personal income gap between Oklahoma and the national average. This project was to assist

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**Manpower training coordinators have now been employed by 12 area vocational and technical schools and their primary duty is to act as liaison between the schools and the employing establishments.

in the development of a skilled labor force by providing improved information services. Subsequently, John Shearer, Director of the Manpower Research and Training Center, and Paul Braden, Acting Director of the School of Occupational and Adult Education at Oklahoma State University, were requested to react in detail to the feasibility of such a project.

In July of 1968, the Research Division of the Industrial Development and Park Department and the Director of the State Vocational and Technical Department agreed to preliminary funding of the project. Cooperation was provided by the Oklahoma Employment Security Commission and selected private schools which have subsequently formed an Oklahoma Association of Private Schools to better regulate and plan their activities.

The first report, a prototype referred to as "the Cycle I Report", was published in January of 1969. This report demonstrated the feasibility of using job and training program coding systems for clustering purposes. In March of 1969, funding of approximately $130,000 was achieved with major support from the State Department of Vocational and Technical Education, the Manpower Administration of the United States Department of Labor and the Ozarks Regional Commission. A great deal of cooperation was received throughout the project from the Oklahoma Employment Security Commission and from the Oklahoma Association of Private Schools.

Basic Procedures

To provide the data on specific questions on an annual basis, OTIS was divided into the following six sub-systems:

1. Manpower Supply
2. Manpower Demand
3. Training Costs
4. Graduate Follow-up
5. Identification of Underdeveloped Human Resources
6. Socio-Political Involvements

The primary emphasis of the system was directed towards interfacing manpower supply and manpower demand with the other sub-systems playing a supporting role. The OTIS design calls for annual recycling of the data in order to provide vital information in time to affect a large portion of training program "starts" and "stops" which tend to occur in the fall of the year, particularly in the public training institutions. This supply and demand concept puts emphasis on product evaluation (what actually happens to graduates) and was difficult for many teachers, counselors, and administrators to understand since evaluation in the past had concentrated on process evaluation (what happens during the training program).

This emphasis on product evaluation does not mean that we plan to neglect student interests and aptitudes. On the contrary, our systematic approach of monitoring at recruitment, selection, training, and placement activities in light of outcomes will allow us to provide better service to students.

Functions of the System

The system has the two basic functions of guidance and management. The vocational guidance function relates to the total system and is aimed at assisting the potential students to formulate their educational and vocational goals, to plan the achievement of these goals, and to manage their performance toward these goals. The attitude of the general populace concerning vocational and technical education has been more negative than toward other educational systems. Vocational counselors often find that there are at least three interrelated factors adversely affecting student interest in vocational education. First, vocational education programs are considered as a "dumping ground" for many school systems. Students unable to meet the demands of college preparatory or general education curricula are often counseled toward vocational education curricula. Second, many parents, teachers, and school administrators not directly involved in vocational education programs consider them "less respectable" than college preparatory programs. Third, students themselves frequently develop prejudiced attitudes--probably conditioned to their parents and other adult models--toward vocational education teaching, and toward students and the values of terminal training programs. Because of this adverse attitude of the populace, the guidance function must be broad enough in scope to encompass all the activities inherent in the vocational education system. The basic objective of the guidance function is to aid the individual to achieve his goal as a human specie with a variety of wants, needs, and desires from life. This is a continuous function being performed during every activity in the system.

The management function relates to the total system with its basic objective being organizational survival. The management function will not be discussed because it is assumed that the reader is familiar with the role of management in an organization. The management function is concerned with the organization, whereas the guidance function is concerned with the person in the system.

Activities of the System

The emphasis on product evaluation does not mean that student interests and aptitudes must be neglected. On the contrary, the systematic approach of examining activities such as recruitment, selection, training, and placement (which comprise the manpower supply subsystem) in light of outcomes will allow us to provide more meaningful services to students.

The above activities of the system are defined as follows:

1. The recruiting activity begins with the identification of the target population and terminates when the desired number of applicants have been obtained. During this period of time it is necessary to inform the target population of the benefits of training and to generally acquaint them with the training program. It is also necessary to identify specific members of the population (underdeveloped human resources) who may be eligible for training and motivate them to apply for training.

2. The selection activity begins with the screening of the applicants and ends when those found qualified are accepted for enrollment.

3. The training activity begins at the start of the instructional program and terminates for a particular student when he successfully completes the course or drops out of the program.

4. The placement activity begins when the individual graduates or begins seeking gainful employment in a job related to his training and terminates when he finds the job.

The Placement Activity

According to Dr. Francis Tuttle, Director, Oklahoma State Department of Vocational and Technical Education, a single most important element in a state's strategy for vocational and technical education is communication with existing business and industry. Furthermore, according to Dr. Tuttle, a viable vocational-technical strategy includes training and placement for real jobs.

One immediate purpose of OTIS is to provide comprehensive and current information to public and private school administrators in Oklahoma for curriculum planning and placement purposes. An equally important current objective is to provide state industrial development personnel ready access to information about the stock and flow of skilled manpower in Oklahoma.

Manpower demand data by individual firms at a six-digit Dictionary of Occupational Titles level of disaggregation was collected during the summer of 1969. Virtually the entire population (approximately 2,600) of manufacturing firms in the state, and all non-professional jobs within those companies were covered. Current plans call for refining the concept of demand information, converting the system to computer storage for immediate data retrieval, and introducing appropriate updating of individual system components. Industrial coordinators are currently working with counselors to affect student placement. In the future, a remote computer terminal could be located in every local school, or school district at first, so that a student interested in a specific occupational skill could retrieve from the system immediate

information on the estimated demand for the skill at any level of disaggregation including the identification of individual firms employing persons with the qualifications in question. In addition, data on the number of students currently enrolled in a curriculum preparing a person for the occupation could be given, as well as estimates of the likely number who would be seeking jobs at a given date in the future. Of course, a variety of other dimensions of the occupation could also easily be retrieved, such as wage ranges, promotional patterns, and projected future demand and supply trends.

In other words, the OTIS has the potential of being a valuable aid in job search, as well as serving important counseling and planning functions. The burden of inquiry and follow-up through job search need not fall on the student, either. An employer would be able to contact a local or regional center to find out where students in particular skill training programs are located and in what numbers, so that he could initiate the search effort. In short, the OTIS embodies potential as a device to broaden the awareness of market participants about available opportunities.

Part B. Summaries of Panel Discussions

Introduction

The members of Panel Discussion I were concerned with the topic entitled "The Problems and Characteristics of Rural Youth." The topic was selected because it related in a number of ways to the content of Dr. Hoyt's presentation. The basic purpose was to give the panel discussants opportunities to react to various facets of the lecture and at the same time to open up new avenues of discussion among themselves and from the floor.

Panel Discussion I was composed of the following specialists: Dr. Kenneth Hoyt, Professor of Education, University of Maryland, Chairman; Mr. Jess Banks, State Supervisor, Manpower Development and Training Division, Oklahoma State Department of Vocational and Technical Education; Mrs. Hugh Hughes, Secretary, Manpower Advisory Council to the Oklahoma State Board of Vocational and Technical Education; Mr. Murl Venard, Assistant Director, Guidance and Counseling Section, Oklahoma State Department of Education.

Limited Opportunities Encountered by Rural Youth

The panel discussion and the interaction from the floor gave rise to the observations that:

1. Young people from rural areas tend to be isolated from industry and are not likely to have had opportunities for exploratory work experience in industrial settings.

2. In rural areas the size of schools often limit the development of adequate vocational counseling and placement resources.

3. Students in rural areas are less likely to have programs of vocational education in the elementary and secondary schools available to them.

4. Young people in rural areas are less likely to have manpower programs of vocational training available to them; and they are less likely to have the facilities of the United States Training and Employment service in the area to assist them.

5. In some instances, however, youngsters from rural areas have nearly as many opportunities to be exposed to satisfactory educational and vocational opportunities as youngsters from urban areas; pockets of educational and economic deprivation do exist in many rural settings and youth in such areas are generally disadvantaged.

Characteristics of Rural Youth Related to Adjustment

The content presented by the panel on this aspect of the discussion centered in a large measure around the ideas that:

1. Rural youth tend to perceive themselves as independently self-reliant, generally friendly, work oriented, conservative, and reasonably religious.

2. In general it may be hypothesized that in passing from a rural to an urban setting young people often experience a change of psychological pace; they find the climate more impersonal, the interaction among people more competitive, the thinking of people more self-centered, and the environment a breeder of loneliness.

3. Young people will find the adjustment to urban life a good deal smoother if they can enter it with adequately developed educational and vocational skills; the confidence they are likely to develop in making a satisfactory adjustment to the complexities of urban existence tend to strengthen morale and stimulate further vocational development and the decision making processes.

Panel Discussion II dealt with the topic "How Can Counseling And Guidance Services for Rural Youth be Improved?" The topic was selected because it was related to Dr. Gysbers' paper. The panel was made up of the following specialists: Dr. Norman Gysbers, Associate Professor of Education, University of Missouri; Mr. Harry Birdwell, National President, Future Farmers of America; Mr. Merle Collins, Assistant Director, Guidance and Counseling Section, Oklahoma State Department of Education; Mr. Dale Hughey, State Coordinator, Area Vocational-Technical Schools, Oklahoma State Department of Vocational and Technical Education.

The Training and Experience of the Vocational Counselor

In reviewing the issues involved in the development of competent vocational counselors to function in both rural and urban settings it was proposed that:

1. The counselor should be trained as a career development specialist to be competent to: (a) develop and coordinate career development programs; (b) employ the professional skills and expertise to work singly or in groups with students, parents, teachers and administrators; (c) provide consulting leadership to the school and community on the career development needs of youth.

2. The counselor should have experience in organizing various types of data and in utilizing various kinds of media to aid students in career decision making; he should possess a relatively complete understanding of occupational and work opportunities in the community, state and nation.

3. The guidance expert should have the background to conduct community occupational and educational surveys and to analyze and evaluate the outcomes of these endeavors.

Innovative Guidance and Placements Programs Discussed

In addition to the training and upgrading of counselors certain schools have attempted to develop vocational counseling and guidance programs which appear to be meaningful as well as innovative. In some instances the primary thrust of a program is servicing the counseling, guidance, and placement needs of rural youth. In the main most of the programs have been developed to serve both rural and urban young people. The panel noted that:

1. In Oakland County, Michigan, an excellent inservice training program has been developed for counselors in the city and county schools to familiarize them with the programs in the four new area vocational schools which are being opened; the counselors become familiar with the objectives of the training offered, with the nature of the instructional programs, and with the capacities and aspirations of the applicants to these schools.

2. An inservice training program is offered annually at the Oklahoma State University School of Technical Training at Okmulgee, Oklahoma, to present school counselors with the recent developments in vocational guidance and counseling and to acquaint them more fully with the facilities, offerings, and opportunities at the School of Technical Training and at the area vocational schools in operation throughout the state.

3. Mobile guidance units have been developed to serve as resource centers from which counselors operate to serve schools in rural areas; units of this type are in operation in Illinois, Utah, and Wisconsin.

4. The states of Georgia and Wisconsin have developed comprehensive film series dealing with education and career exploration; the films are employed to assist youth to become familiar with a number of occupations in the world of work and to help them appreciate more clearly the kinds of information they need about themselves to make realistic and satisfying vocational decisions.

5. A series of slide-tape presentations have been prepared by counselors in Maryland for about 200 occupations which have been available to schools through the Maryland State Department of Education.

6. The placement procedure presented in Dr. Braden's paper was discussed which suggested the installation of a remote computer terminal in every school district so that

data on available jobs in the immediate locality and adjacent areas could be made known to the counselors on a continuous basis; other types of occupational data could be made available very quickly by means of the same resource.

Part C. Reports of Discussion Groups

The committee on which each enrollee served is indicated beside each individual's name in Appendix B. The topic assigned to each committee is specified on the preregistration form (Appendix A) which made it possible for every participant to indicate the group with which he or she wished to work. Ordinarily the choice reflected the participant's interests and expertise.

Group A*

Utilizing Environment in Guidance

The in-school out-of school environments can be used by the counselor as resources. The school, community, and labor market area provide models of most of the jobs the students will fill eventually. A variety of techniques is available which are neither new nor innovative for acquainting students with these jobs. These techniques may utilize jobs as information resources through personal visitation, printed or photographed materials, work-experience opportunities for part-time or summer employment, or as a source of vocational experience for future career selection. It would appear that rural schools, though providing a smaller variety of opportunities, are not making use of the labor market concept to appraise and plan vocational programs.

Some other techniques which can be used are as follows: (1) working with an occupational advisory committee, (2) including parents in counseling sessions, (3) making the school atmosphere a receptive one, so that parents can feel it is for the purpose of serving everyone's needs, (4) employing the news media, and (5) using the leadership of civic leaders and social leaders, public employment service, etc.

Using the School Curriculum in Guidance

Several curriculum related concepts that can be used in guidance are suggested:

1. Vocational youth groups be utilized to assist in career development through (a) meetings, (b) conferences, (c) joint meetings between youth groups, and (d) competitive events.

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*The group was chaired by Josephine Hayslip, Director of Guidance, Littleton High School, Littleton, New Hampshire. The report was prepared by Mrs. Hayslip and the committee members, and edited by the chairman.

2. A close liaison with employers be developed to (a) break down the level of jobs available through training received in the various curriculums and (b) to aid in curriculum development.

3. A close working relationship be established with professional organizations concerning the aforementioned liaisons.

4. A fuller utilization be made of the professional services of the state offices and the U.S.O.E.

5. Efforts be made to work for state adoption of occupational content in curriculum in grades K-12.

6. Employ the techniques of team teaching, programmed instruction, teacher aids (information and specialists), audio-visual aids, field trips, and on-the-job training.

7. Extend the school day and year to enable more students the opportunity for vocational education.

8. Articulate the academic, vocational, and guidance programs.

Using Teachers in Vocational Guidance

Teachers of rural students who are used in the area of guidance should:

1. Be competent in the subject matter and work skills in the field of their vocational specialization.

2. Be interested in working with young people in rural settings who may not be interested in staying "on the farm" or because or lack of jobs must leave their hometowns.

3. Possess the ability to seek and find techniques to communicate with all rural students.

4. Possess skill in presenting goals to the rural students and in helping them to meet vocational and educational challenges.

5. Offer in-service training to help them understand the rural way of life.

6. Be willing to use instructional materials geared to the rural students in understanding the world of work.

7. Possess skill in working with students to build up their self-concept, to help them understand their strengths, and to channel these strengths in productive directions.

Group B*

Strategies for Discussion

From the outset of the discussion, it was quite apparent that the focus which we were to place upon a given sub-population as well as specific topical issues served as a source of frustration for all of us. While we knew that the institute theme dictated the necessity of attending to our task at hand, remaining uppermost in our minds was the desire to declare a moratorium on all guidance programs in order to begin anew. With such wishful thinking in mind, we could visualize a pre-service counselor training program which would produce a person who could design a pupil service which would truly assist each child on the basis of individual needs thus eliminating the need to resort to fragmentary strategies developed for one sub-population after another.

Of course, these thoughts were obliterated quickly as we returned to the reality of the issues before us. But before dealing with the specificities, this nagging question remained, "How can we proceed on a meaningful course of action in developing plans for a sub-population when we have no assurance that guidance programs, generally or individually, are based on an accountable foundation?", i.e., "Do we know what we should be about in a local or regional setting in meeting the needs of youth?"--and if so, "Do we know how to achieve our objectives and goals so that we can truly assist youngsters?" In this connection, we were reminded of the recent article on accountability in pupil personnel services in which the writer placed a severe indictment on our doorstep when he said that we don't have to worry about whether we have the cart before the horse in pupil services because we don't even know where the road is!

As the group members viewed their task of the institute, the "road" was identified as follows:

Develop a model or plan of action showing the utilization of community resources in counseling and placement of rural youth. These community resources were defined to include peer counseling, sub-professional (support personnel from the business and industrial community) counseling, and the use of industrial resources.

Even with the "road" identified, we do not know if the horse will be in front or back of the cart if the ideas which follow are eventually implemented. This is true, of course, because we do not know if the plan will be set within the framework of a comprehensive,

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*This group was chaired by Mr. John A. Rebert, Coordinator, Vocational Guidance Section, Bureau of Pupil Personnel Services, Department of Public Instruction, Harrisburg, Pa. The report was prepared by Mr. Rebert and the committee members, and edited by the chairman.

developmentally based program or appended to an already inappropriate and obsolete student service.

It is our recommendation that before any further proliferation of programs occurs, a critical analysis through staff-study be completed of the local guidance programs where the ideas which follow might be considered.

Questions Considered by the Group

The group's effort was directed from this point toward the establishment of a conceptual base derived from the presentations of the consultants during the institute sessions as follows:

Question 1: How is the rural youth like all other youths with whom we work?

Conclusion: The counselor should view his job as that of a change agent with the recognition that "change" is about the only thing of which he is really sure in his work. As he views each student within a context of change, he realizes that there are three major factors operating in the young person's life. Two of these factors--self and environment--were seen to be functioning interrelatedly toward the triggering of the third factor--decision making. The rural child as seen through this simple model was noted to be no different from any other youth with whom we work. We knew that the experiences provided for him to develop self-awareness and environmental awareness should lead him to the decision making process, which in turn will begin a new cycle in his life (thus leading to the development of the individual's self-concept at an increased level of sophistication.) When viewing the process in this light it became quite clear that career development is a component of total growth and development.

Question 2: How is the rural youth different from other students with whom we work?

Conclusion: Societal and technilogical changes are forcing the rural youth to adopt a different life style. This calls for more expanded experiences in awareness of self and environment than those which influenced the members of past generations as they moved toward career decision making.

The Project "Careers Here for Rural Youth"

While our topical issue dealt specifically with persons other than guidance counselors becoming involved in the "counseling process," we moved toward the goal of utilizing community resources in this capacity in the plan of action which we developed. It was held, however, that "counseling" may have been a poor choice of words in the task assignment when considering the constant striving of certified counselors to

establish a professional identity for themselves. It was felt generally that the involvement of peers and sub-professionals in the "helping" relationship in vocational guidance might be more appropriately classified in the information-dissemination aspect of guidance services, rather than as "counseling" per se. Nevertheless, the group adhered to the task as it was identified in the outline and used the "peer" and "sub-professional" counseling institute terminology throughout the development of a plan of action.

The following project for rural youth is called "Careers Here" and is not identified with specific grade levels. While most of the aspects might be tinged with a senior high school tone, some of the activities could be adapted for earlier grade levels. It should be noted, too, that certain phases of this program can be extracted and used separately. The use of any one of the components would probably be an improvement over what is now being done for rural youth as a subpopulation. Modifications and expansions of the activities would have to be incorporated in order to be compatible with the philosophy of the educational program of the school where this plan might be considered for implementation.

Phase A (Film)

1. A film developed by local government dealing with shifts in labor market needs is shown to an audience of rural youth.	Use of community resources--film; representatives of business, industry, education.
2. Representatives of business, industry and education are present to discuss the implications of the changing labor market needs.	

Phase B (Group Process)

1. Small groups of the rural population who saw the film would be formed for a series of on-going group counseling sessions on the subject of life-style changes involved with technological advance and societal mobility. Attitude and value changes toward the world of work would occur probably in many of the sessions.	Peer, sub-professional counseling.
2. Recent graduates, peers, support personnel from the business and industrial community are used as discussion leaders. The peers involved in this process might be rural students who have aspirations which are well defined in connection with entering a	

variety of career fields. Youth organization (FFA, FBLA, VICA, DECA, etc.) students should be group leaders on certain occasions.

3. The school counselor may seldom or never be a member of these groups. His role as consultant would involve training or sensitizing the leaders to the situation.

Phase C (Speech or Theme Dealing with an Occupation)

1. All rural youth are required to pursue studies in English and social studies. Each year, in most cases, a unit on oral communication and a world of work unit are taught in these courses. When these events occur, the counselor and teacher should arrange a peer counseling situation between a student in the school who has a well developed career plan and a rural student who is not committed to a career field. In preparation for an assigned speech or theme to be written about occupations, the peer counselor assists the other student with exploration of various career fields through reference materials and audio-visual aids. Again, the peer counselors are given training for this assignment by the counselor or para-professional guidance worker.

Peer counseling.

Phase D (Career Exhibit Visit)

1. On a cooperative basis, community agencies and the school develop a career exhibit of materials applicable to occupations where shortages exist in the labor market areas of a given state. Through Chambers of Commerce, Employment Security Offices, Manufacturers' Associations, and similar organizations, as well as educational agencies, work together to locate and acquire the use of a centralized area or building where the exhibit might become a permanent part of the community because of its potential of serving many groups other than rural youth.

Sub-professional (support) personnel counseling. Use of industrial resources (local funds for provision of exhibit center).

2. Each exhibit is manned by a workman in the area to which the particular exhibit applies. These support personnel act as counselors for the exhibit visitors. These persons should not be executives or business agents but, rather, people who are close to the work setting. These persons are volunteers selected through the community organizations.

3. Each rural student who has need for assistance identifies an exhibit booth he desires to visit through his home school counselor. This choice hopefully will be made because of his experiences in the former phases of the program--group work, reference work done in English or social studies units in the area of occupational choice.

4. The home school arranges a visit for the rural student to the Exhibit Hall to visit with one or several counselors (workmen). If the travel distance is great other activities can be planned as interesting by-products of the exhibit visit.

Phase E (Adopt-a-Child Plan)

1. Based on the rural student's choice of exhibit appointment, a plan is developed whereby each student at a selected grade level will be assigned to to visit for a day or two with a family in which a workman in the student's identified occupation area is a member.

Sub-professional (support) personnel counseling.

2. The visiting child should be taken to the job site of the workman for at least one-half day.

Phase F (Career Exhibit Visit)

1. A return visit to the area career exhibit is arranged.

Sub-professional (support) personnel counseling.

2. The student who chooses a different occupational area at the exhibit than he chose the first time may be recycled through some of the earlier phases of the program.

Phase G (Placement)

1. The above phases provide a progression toward eventual job placement. Records of occupational area counseling are maintained by the exhibit counselor as well as the home school.

Inherent Functions

Interspersed throughout the course of the program is in-depth individual and group counseling and appropriate guidance services provided by the professional school guidance staff, if available.

Concluding Comments

The group developed the plan above in keeping with the task presented to them in connection with this institute. Some would say that there is little that is new about any of these activities, and they are correct. Others would state that it is unmanageable, and that we will not know until it is tested. Each participant should be reminded of the flexibility of using certain of these proposed phases separately. The group should note, too, that all rural youth will not need this program; others will need it desperately. Those who view it as a cumbersome task should consider the addition of support personnel (paraprofessional) as part of the guidance staff of the school to coordinate these activities. It is our way of indicating specific strategies for employing peer counselors, sub-professional (support) counselors, and industrial resources over a period of several years in the rural youth's school life.

Group C*

The Major Problems

In the attempts to determine ways in which services and competencies of vocational counselors and other placement personnel who work with students in rural settings can be increased and improved it was decided to zero in on the three problems upon which the group placed highest priority (out of approximately 25 problems discussed).

1. Lack of jobs in rural areas and lack of mobility of rural youth.

    a. Work opportunities in agriculture appear to be decreasing.

    b. Educational experiences tend to be restricted in rural areas.

    c. Cultural opportunities not available on a large scale in rural areas.

    d. Urban areas are not always appealing to rural youth.

    e. New industries are not being located in rural areas to a significant degree.

2. Lack of preparation on part of rural youth to enter world of work.

    a. Many youth possess unfavorable attitudes toward the world of work.

    b. Counselors and others who are charged with placement responsibilities are seldom well informed about the world of work.

    c. Those who work with youth are often hampered by lack of knowledge of manpower needs, labor forecasts and occupational changes.

3. Lack of sufficient professional personnel to do adequate jobs of placement of rural youth.

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*This group was chaired by Mr. Richard C. Richmond, Guidance Consultant, Division of Occupational Education, State Board for Community Colleges and Occupational Education, Denver, Colorado. The report was prepared by Mr. Richmond and the committee members, and edited by the chairman.

Program Development

Schools cannot escape the responsibility for integrating career developmental concepts and experiences into the curriculum. These curricular experiences should provide improved and expanded opportunities for youth to develop characteristics which would assist them to mature into productive, contributing, self-respecting, and happy individuals.

The most effective results will ensue from developmental programs which include grades K-12 and would focus on:

1. Adequate attitudes and value systems

2. Up-to-date occupational information

3. The most effective vehicles which might be used for work adjustment activities and job placement.

Total school and community involvement in program development is imperative if the program is to be tailor-made to fit the needs of the individual student.

The program should be developed so that each student can be given the opportunity to learn to understand his strengths and weaknesses, to look at his likes and dislikes, and to appreciate the potential he has for making a contribution to society through work. These experiences will enable each student to relate personally with the world of work and establish an identification as a potential worker.

Recommendations

1. Utilize educational television as a vehicle for dissemination of occupational and educational information in rural areas.

2. Mobilize resources of the federal cooperative extension service and youth organizations which are vocationally oriented to assist in design and implementation of placement of rural youth.

3. Utilize mobile units which provide information and individual and group guidance sessions to assist youth with placement problems.

4. Guidance counselors and other adjustment personnel should be informed of industrial developmental activities in the local area.

5. Local educational agencies should involve all segments of the community in placement activities.

6. Youth should be informed by school about available jobs in the immediate area and in other areas.

7. Developmental programs of vocational guidance should be organized for grades K-12.

8. Utilize para-professionals in programs; make use of youth.

9. Make provisions for continuous inservice programs.

10. Provide facilities in cities where supportive personnel are available who can furnish counseling services to rural youth working in urban settings.

11. Train job development and placement specialists to serve rural areas.

Group D*

Objectives

The primary objective of the institute is to demonstrate ways in which services and competencies of vocational counselors and other placement personnel can be increased and improved.

The objectives of Group D is to explore the special problems in the selection and training of counselors and placement personnel for working with rural youth who are seeking vocational-technical training or who are in such training.

Major Concerns

The Group opened the first day's group discussion with a brain storming session stating its concerns about the selection and training of counselors.

Some of the major concerns raised were:

1. How to develop communications and working relationships to do the job of selecting and training counselors?

2. How to generate data as a basis for program and staff development?

3. How to change the attitudes of key people--counselor educators, administrators, and teachers?

4. How to involve more people in national conferences and institutes in a more meaningful way?

Other concerns or problems that we could hope to answer or resolve were mentioned.

Solutions

An important consideration in the selection process is to broaden the base from which applicants to counseling can be recruited. As you know in most states a counselor candidate cannot be legally certificated and/or employed in a public school system without holding a valid teaching certificate with subsequent teaching experience.

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*The group was chaired by Mr. Julius H. Kerlan, Consultant, Pupil Personnel Services, Minnesota State Department of Education, St. Paul, Minnesota. The report was prepared by Mr. Kerlan and the committee members, and edited by the chairman.

In Minnesota many of the rural schools do not have certificated counselors. It is suggested that local administrators select teachers and release them from classroom assignments for one or two periods a day to be available to coordinate guidance services in the school. Arrangements could be made with institutions preparing counselors to conduct off-campus courses and summer school programs for these teachers. Further, the State Department of Education and counselor training institutions should cooperatively sponsor inservice education workshops for these guidance-teachers.

The Group discussed the need to upgrade teachers, counselors and administrators through inservice education involving business, industry, labor unions, the chamber of commerce and the state employment service of the community to orient them to the world of work which would lead to better utilization of career information by teachers and counselors.

Maryland is now developing a Career Development program so that all students can learn about the world of work; the program is not only for those who plan to attend a vocational-technical program but for those students who plan to attend college as well.

Maryland has employed a Career Development Specialist to develop Career Development programs in eastern and western Appalachia. Teachers will get assistance through inservice-education sessions to help them relate their subject matter to the career development concept.

Indiana plans to develop a cooperative program among counselors and industrial arts teachers for the purpose of creating a better understanding of the function of each in the guidance programs.

In Stockton Junior College a plan is being developed to get counselors and vocational educators to talk together in order to see what can be done about improving counseling services and developing a broader understanding of vocational education programs.

Tennessee plans to hold a three day Drive-In Conference for thirty counselors to help them become better oriented to Vocational Education. Each area counselor will be a coordinator and his school will become a resource center.

Another concern of the Group was the need to look at the out-dated counselor. It was suggested that counselor-education programs need to be built on wider bases in order to allow opportunity to broaden the role of the counselor to serve as a coordinator, a consultant, a public relations expert, and facilitator in the educational setting to help students and others understand the process of career development.

The groups talked about professional development of counselors in the secondary and post-secondary schools. One good way to encourage counselors to grow professionally is to organize a guidance section in the American Vocational Association in each of the states.

Issues

Though many concerns were expressed by the group, we found a number of issues that may be studied at future institutes in the selection and training of counselors:

1. How should retention of students in the counselor-education program be handled?

2. Should a counselor-education program be organized for training the individual who can serve as the guidance-counselor for elementary and secondary students in a small rural school?

3. Should counselor-educators coordinate their training programs to meet the needs of their graduates to work effectively with students, teachers, administrators, and parents in the counseling setting?

Group E*

Problems of Guidance and Counseling in Rural Schools

The deliberations of Group E are presented in outline form. The content is organized in such a manner that it is easy to follow the thinking of the group. The major problems of guidance and counseling in rural schools are seen to be eight in number.

1. Size of school limits its ability to support an adequate counseling and guidance program.

2. Rural youth tend to be isolated from industry.

3. Lack of current local and regional occupational data.

4. Lack of parent and community orientation toward vocational education.

5. Lack of stress in teacher and counselor education on the importance of vocational education in the total educational experience.

6. Lack of counselor involvement in placement.

7. Lack of financial resources in training counselors for vocational awareness.

8. Lack of opportunity for exploratory work experiences.

Existing Vocational Programs That Have Been Successful in Counseling Rural Youth

1. Orientation program to Vocational Technical Education.

   a. student visitations

   b. visits by counselor to feeder schools

2. Inservice workshops for teachers and counselors to develop career guidance units for inclusion in school curriculum.

3. Simulated life experiences through the use of career games.

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*The group was chaired by Mr. Bruce Lowrey, Consultant, Bureau of Pupil Personnel Services, California State Department of Education, Sacramento, California. The report was prepared by Mr. Lowrey and the committee members, and edited by the chairman.

4. Mobile vocational units to provide information and counseling services.

5. Feeder administrator counselor conferences for vocational-technical schools.

6. Educational television as a resource for working with counseling problems of rural youth.

7. School and community resources that assist in developing local occupational information.

Recommendations

1. Career development guidelines K-12 be developed by counselors, curriculum specialists and vocational educators to assist teachers and counselors in working with students. It is recommended the plan be implemented by mandate of the States' Boards of Education.

2. It is recommended that regional career development specialists be employed to give leadership to the development and implementation of effective vocational guidance and counseling services at the regional, intermediate, and local levels.

3. It is recommended professional organizations examine career development as it related to counselor certification.

4. Since NDEA Title 5a funds were instituted for the purpose of identification and placement of academically talented students at the college level, and since counselors today are faced with the need for expertise in the vocational aspects of guidance and in serving vocational-technical education, the committee submits the following resolution: That federal funds, including Titles 1 & 3 of ESCA and VEA 1968 be used by states to further the vocational aspects of guidance and counseling.

IV. RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

Results

Statements of Intent

The institute was organized in such a way that the enrollees had opportunities to listen to formal presentations by authorities, to interact with experts through panel discussions, and to engage in group work where issues pertinent to the objectives of the program were discussed. In addition to these activities, the results of which have been presented earlier, the program required that each participant develop a statement of intent and a general plan for a project, program, or service which he or she would initiate as a result of participation in the institute.

Since one of the major thrusts of the institute was to help enrollees come to grips with counseling, guidance, and placement problems as they related to rural youth a major accomplishment of the program was the extent to which the participants were able to develop improved plans or new plans for student personnel services (which they expected to implement) when they returned to home base. The intents, however, did not always specify that they were concerned with the counseling, guidance, and placement of rural youth. Not all of the participants were sure that rural and urban youth were so different that they required different types of personnel programs. In some instances the enrollees assumed that the same kinds of counseling and guidance resources would be capable of serving all youth providing the special needs of each student were kept clearly in focus.

An earlier plan for the preparation of the report provided that the intents be included in the final version. This plan was abandoned when the recommendation was followed that a short summary be prepared which synthesized the kinds of things that the participants planned to do when they got home.

Not all of the intents have been summarized. The examples selected were representative of the many constructive ideas proposed by the participants. The selected intents have been summarized with the headings entitled Counselor and Support Personnel, Use of Occupational Resources and Materials in Guidance, Placement Procedures, Development of Guidance Programs. The summaries cannot do justice to the carefully prepared materials submitted by the majority of the participants.

Counselor and Support Personnel

Intents developed by certain of the participants which can be classified under the above heading are outlined briefly below:

1. Re-evaluate all current policies and procedures affecting the counselor's function in certain area vocational-technical schools in order to formulate new counselor function priorities to fit the present needs of the students; demands for increased services to be furnished by the pupil personnel office make it mandatory to re-establish priorities to effectively carry out counseling responsibilities.

2. Develop a role model of the high school counselor that emphasizes guidance performance as it relates to the articulation of career development with vocational-technical education for all high school students; undertake steps to implement and evaluate an educational development project dictated by this role model.

3. Design a study to assess the effectiveness of student para-professionals who counsel with high school students under supervision; compare the student achievement of objectives for those working with counselors with those working with para-professionals.

4. Establish and develop a project to prepare and use counselor aids in high schools in five rural school districts; the aids receive formal training in a university setting and are prepared to be competent in obtaining personnel information, securing and maintaining data about the world of work, initiating general contacts with referral agencies, obtaining follow-up information of a routine nature, discussing with small groups certain kinds of information pertinent to youth, etc.

5. Implement a project which has as its objective the development of a program which utilizes community resource people in assisting students at a large occupational education center to become more understanding of the world of work; such resource people may be valuable in providing specific information and services to students as they move from school to initial employment.

Use of Occupational Resources and Materials in Guidance

The attempts to summarize the contents of the intents that can be classified under this broad heading are presented below:

1. This project is planned for schools in certain isolated rural areas that have no counselors and no vocational education teachers; some areas are accessible by roads,

and for these a mobile unit is possible; others are not accessible by road and for these areas VTR materials or ETV and/or lists of printed occupational materials are to be developed with assistance from the State Department of Education.

2. Video-tape programs are to be prepared for different age levels designed especially to introduce young people in rural areas to the world of work; a committee is to be formed with representatives from guidance, educational television, industry, the community, and vocational education which is to decide upon the types of information to be presented.

3. Teachers from kindergarten through grade 12 are to be exposed to extensive briefing concerning the world of work and the resources available in vocational education; the program of training is to be followed by workshop type meetings dealing with the teaching of the theories and applications of career development concepts; the project is to be sponsored by the State Department of Education, the School Counselors Association, and the staff of the area vocational-technical schools.

4. Organize a program to help make students aware of the industrial operations in the areas surrounding the schools in which they are enrolled, and to help make them understand just what industry expects of them as future employees; the program is to be based upon slides, films, field trips, and talks by representatives from industry.

5. Establish a state-wide occupational information service similar to the VIEW program, and make a large segment of the information available and applicable to the elementary school; this material is to be tied into a developmental vocational guidance project which is being organized and implemented in rural schools.

6. Develop synthetically created work situations which combine a pattern of visual, auditory, and olfactory stimuli that reproduce as closely as possible the actual work situation; such stimuli can create experiences that would make the counselee feel that he is in reality undertaking a particular job task.

7. Organize and develop audio-visual aids and programmed instruction materials for use in rural schools; the audio-visual aids are to be representations of the world of work which require limited interpretation by the student; the programmed materials are to be designed so that the student can work his way through appropriately designed occupational materials at his own pace and in sequences appropriate to his own needs.

Placement Procedures

Contents of intents centered around the problems of job placement are outlined briefly as follows:

1. Teacher, supervisors, counselors, administrators, representatives from business and industry are involved in a comprehensive program to assist students in rural areas in establishing contacts with prospective employers and in preparing job applications and resumes, etc.; to help employers by providing information about school in addition to listing students available for employment, etc.; to assist teachers by providing help in developing instructional units on job requirements, job attitudes, and procedures for seeking employment, etc.

2. The plan includes the development of a program of many work experience opportunities for rural youth, the development of a Career Resource Center and Placement Office, and the use of counselor aids in the procurement of occupational materials for the program; the major thrusts of the effort are to implement programs that create better relationships between the school and industry, arouse the interest of community leaders in aiding students to find jobs, improve the relationships between the State Employment Office and the school in placing students in jobs.

3. Two staff members in a large vocational-technical school in a rural area are to be freed from certain class responsibilities to work as liaison personnel between school and industry; the duties of the liaison personnel are to interview every graduating student to find out the vocational intentions of each, visit industries to determine employer needs, arrange job interviews for graduates, keep students posted on available jobs, serve as resource agents on matters involving starting wages, union regulations, etc.

4. A placement program is being developed at a new large vocational-technical center serving twelve rural school districts; this means that effective lines of communication between the vocational center staff and the county's professional counselor organization are to be developed, that each faculty member must become familiar with all potential employment locations within a 30-35 mile circle of the vocational-technical center and that the students and staff understand the functions and goals of the placement program.

Development of Guidance Programs

Summaries of some of the more fully prepared statements concerned with the initiation and development of guidance programs follow:

1. In order to come to grips with the problems and needs of the educationally and economically deprived youth in three Appalachian counties, it is proposed that career development programs be established as a combined county effort under the coordination of a career development specialist; such a program involves supporting EDPA/ARC projects in the tri-county area, working closely with the Inter-Division Task Force on Career Development in the State Department of Education; cooperating closely with the administrators and supervisors in the tri-county area in developing and implementing plans for career development; initiating staff development and demonstration programs related to career development concepts, and carrying out ongoing evaluation of the career development programs.

2. The objective of this intent is to work toward the development of adequate provisions for guidance and counseling services for rural youth in a state in the deep south; the implementation of such an effort requires a survey of the status of guidance and counseling services in the predominantly rural schools of the state, an assessment of the vocational training opportunities in the area, an analysis of occupational opportunities for the state's rural youth, an exploration of the feasibility of Mobile Career Exploration Units to serve rural schools, a strong effort to broaden and upgrade the preparation of counselors to function in rural programs.

3. Close liaison is to be developed with administrative and guidance personnel in a rural county of a southern state to make concerted efforts to increase the number of qualified counselors in rural elementary schools, to expand the utilization of occupational resources and counseling through grades K to 12, and to develop a close working relationship with the county vocational center and with the vocational-technical schools in other parts of the state.

4. A program that offers wide vocational training opportunities to the students in a depressed rural area of one of the southwestern states is to be organized through the cooperative efforts of an area vocational-technical school district and a local state junior college; students from the area high schools are given the chance to become familiar with a variety of new vocational-technical fields in which training is made available during a two week summer institute at the

junior college; during the program the students are given opportunities to operate the equipment in the laboratory under supervision.

5. A new functional approach is to be undertaken in a public school guidance program in one of the western states with the purpose of moving toward career related schooling, career cluster orientation and selection, vocational guidance, and the job placement of youth; the teaching and counseling staffs are to be invited to world of work in-service programs, the counseling staff is to be given broad training in individual and group counseling methods and in addition, intensive efforts are to be made to develop close working relationships with regional business and industry.

6. Counselors need assistance in improving effectiveness in handling the vocational aspects of guidance generally, and specifically as this work applies to rural youth; this plan is to bring counselors of rural areas together in a series of week-long, state-sponsored seminars in an effort to provide for the participants the opportunities to learn more about vocational education in a contemporary society, the process of career development as it relates to counseling, and the special needs of rural youth.

7. The plan is to develop a series of vocational guidance workshops in the rural area vocational-technical schools in the state; the programs are designed to bring area vocational-technical school counselors and secondary school counselors together in a vocational-technical training setting to study mutual problems, and to prepare ground work for the development of a resource center for career information that can be used in a multitude of ways by the area schools and the secondary schools.

New Approaches Proposed by the Participants

In addition to the preparation of statements of intent, several proposals were outlined by the participants about ways in which the services and competencies of counselors, and other placement personnel, who work with students in rural areas, might be increased and improved. A model suggested by one of the participants, who is a well known pupil personnel consultant, seems to meet many of the needs of rural schools from the standpoints of the utilization of resources and manpower.

It is proposed that the pupil personnel staff members of the State Department of Education, the counselor-educators in the institutions in the state preparing counselors, the teachers, and the local school administrators work toward developing a program for preservice and in-service guidance programs for teachers in small schools, especially small rural schools.

The initial step involves meetings of local school administrators, teachers, and counselor-educators on a regional basis to discuss the needs for guidance services in the small schools. Local school systems are encouraged to relieve selected teachers from teaching assignments of one or two classes to serve as guidance persons to meet the vocational and educational needs of students. Workshops are planned for such selected teachers asking counselor-educators and practicing counselors to participate in the development and implementation of the workshops. Arrangements are made with counselor-educators to provide courses for the teacher-guidance personnel at locations conveniently accessible to staff members from the different districts.

The instruction covers the processes of career development, group guidance, communications, student assessment, and the integration of vocational guidance materials into the curriculum. Attention is given to interviewing procedures with some supervised practice in working with students. The teachers are familiarized with the latest occupational materials. Such materials would consist of slides, films, occupational abstracts and briefs, and data from the State Employment Service dealing with information covering job opportunities available regionally and over the state. In addition, full information is to be available about the resources and opportunities for vocational-technical education throughout the state.

Institutions preparing counselors are to be encouraged to provide at least four full summer sessions to enable the teachers who are committed to guidance to work toward counselor certification. The preservice and inservice programs are to be carried on over a four year period.

The evaluations of the program by students, parents, teachers, and administrators are to be undertaken at four-month intervals during the school year.

An effort is to be made to get support from local and national funds to support the inservice workshops and off-campus courses for the teacher guidance workers. It is hoped that the teachers who serve as guidance personnel will remain with the system for a period of time after being certified as counselors.

It is proposed that the training of counselors be strengthened by making available to them more extensive knowledge about the world of work. In addition to courses in all the aspects of obtaining and using job data, internships should be available in various industries where the counselors in training could learn at first hand about jobs, the problems of the workers, and the problems of management. Such experiences would be valuable to counselors regardless of the settings in which they functioned.

It is proposed that research be continued into the whole area of vocational development so that better understanding can be achieved concerning the use of appropriate materials at given levels of vocational development. If vocational development is dependent upon

changes in the individual as a result of both external and internal influences, then an understanding of the effects of these influences can furnish the groundwork for a better understanding of the vocational development process and the degree to which various kinds of information can be used effectively at given stages in the process.

Conclusions

The conclusions presented below have been based upon the outcomes of the thinking in the institute, and have been summarized by the institute director. It is hoped the summary is accurate and relatively complete.

The Counselor and Other Guidance Personnel

1. Counselors, para-professionals, and community service workers need to have broader understandings of vocational counseling, guidance, and placement procedures than many of such workers possess currently. In addition to having a fairly extensive knowledge of the world of work, counselors should have insights into the difficulties and limitations faced by both rural and urban youth in seeking employment.

2. The counselors must spend more time visiting local businesses and industries, meeting with teachers and workers in rural areas, and interacting with all types of community resource personnel.

3. The guidance workers who serve rural youth must be knowledgable of opportunities available in various vocational-technical schools currently developing and in operation in rural sections of the land, and understand how these programs may best serve individuals in meeting the challenges of the world of work.

4. If the counselors and other counseling personnel need to be upgraded to do the job more effectively they should be given (a) non-education occupational experiences through inservice on the job training and (b) exposed to further appropriate instruction in counseling skills at more advanced levels.

Counseling Resources in Rural Areas

Although there is much to be said about improving the counseling, guidance, and placement services in rural areas the following efforts have been implemented or are in the process of implementation in certain rural sections of the country:

1. The utilization of educational television for working with the educational and counseling needs of rural youth.

2. The employment of mobile vocational units to provide occupational information and vocational counseling services to such youth.

3. The organization of inservice workshops for counselors, teachers, and administrators in conjunction with the staffs of the vocational-technical schools.

4. The development of curricular materials appropriate to the career development needs of all age levels.

5. The employment of para-professionals who are members of youth organizations, which are vocationally oriented, to assist in the guidance and placement of rural youth.

6. The utilization of the representatives from business and industry, who comprise the Advisory Boards of the vocational-technical schools, to serve as placement advisors and counselors.

7. The management of experiences like organized visits to places of business, to industrial plants, and to various state and federal agencies to achieve more complete career development objectives.

Special Problems of Rural Youth

Some of the participants felt that rural youth had to deal with problems and circumstances more or less unique to them. These were well summarized by one of the consultants.

1. As compared to urban youth, the young people from rural areas were less likely to have programs of vocational education available to them in the elementary and secondary school settings.

2. Rural youth were less likely to have manpower programs of vocational training, or vocational try-out experiences through planned work-study programs, easily available to them.

3. Young people in rural areas were less likely to have opportunities to be exposed to extensive guidance and placement services or to have the opportunities to be exposed to the breadth of existing occupations in business, industry and other areas of the world of work.

Services and Programs to Meet the Needs of Rural Youth

Since the problems and needs of rural youth continue to warrant careful consideration the programs which are presented below are examples of efforts being planned, or currently in operation, which appear to be capable of dealing with the difficulties encountered by youth in rural areas.

1. In Oklahoma, which is a rural state, there are fifteen vocational-technical schools in addition to extensive vocational-technical resources at Oklahoma State Tech at Okmulgee; a wide variety of training programs are available along with fairly extensive counseling and placement resources; these programs serve youth and adults in the state, especially those from rural areas.

2. In other states of the union a number of area vocational-technical schools are being set up to meet the special training needs of young people and adults, particularly those from rural sections; four new area vocational-technical schools now being opened in Oakland County, Michigan, are part of an inservice training program for school counselors to acquaint them with the opportunities in the area vocational-technical programs and with techniques for helping students consider attendance at those schools.

3. In the Pasco School District, Pasco, Washington, a program is being operated in conjunction with Washington State University to acquaint counselors, teachers and administrators in rural schools with industrial opportunities for their students in the surrounding geographic areas.

4. In Santa Clara County, California, each school has been adopted by one business or industrial concern in that county; coordinated by the County Superintendent of Education and his staff, the program provides a link between schools and industries which makes for more meaningful guidance, educational, and placement programs and services.

5. Mobile guidance laboratories are operating in the State of Illinois under the auspices of the Illinois State Department of Public Instruction; these mobile units each serve a number of small rural high schools--none of which is large enough to hire a counselor or promote other types of personnel services.

6. Effective films have been developed in Georgia, Maryland, and Wisconsin, dealing with various aspects of educational information, occupational information, and career exploration; in some instances the films have been programmed on educational television and at other times they have been used by counselors and teachers in school settings and in inservice training programs for guidance personnel.

7. The Specialty Oriented Student Research Program developed by Dr. Kenneth Hoyt, University of Maryland, which operates through the state branches of the American Personnel and Guidance Association, serves certain guidance needs

of rural youth through providing to counselors in rural schools information about post high school occupational opportunities in both public and private schools.

Steps are being taken currently to improve the vocational guidance, counseling, and placement services to rural youth, but there is still much to be done in the way of formulating new ideas for programs and in developing steps necessary to follow through on proposals. Plans for guidance services should be made in terms of measurable goals on at least an annual basis. The state plans for Vocational Education required by the Vocational Education Amendments of 1968 should provide rich opportunities for guidance personnel to plan and implement meaningful and innovative guidance programs for rural youth.

Recommendations

Preparation of the Counselor

School counselors should be career development specialists regardless whether they function in rural or urban societies. They need to possess knowledge of the career development needs of all youth, skill in how to develop and coordinate career exploration plans, expertise in working with school staff to meet career development needs, and knowledge of how to work with young people individually or in groups. In the light of the job demands it is recommended that the training of counselors include: (1) experience in career exploration program development; (2) opportunity to refine consulting skills with parents, school staff, community leaders; (3) experience in utilizing various types of data and media to aid students in decision making; (4) supervised experience in more than one industrial setting; (5) opportunity to conduct and analyze community occupational and educational surveys.

Program Development in Rural Areas

It is recommended that the guidance programs of rural schools be strengthened and expanded by (1) providing developmental programs of vocational guidance for grades K-12; (2) utilizing resources like educational television and mobile guidance units; (3) using teacher guidance personnel, para-professionals, representatives from industry, technical education, the federal cooperative extension service, and youth organizations to perform certain aspects of vocational counseling, advisement, and placement; (4) providing facilities in cities where supportive personnel are available who can furnish counseling services to rural youth living and working in urban settings; (5) developing a strong working relationship with the State Employment Service in order to maintain current information on job opportunities in the region.

The Placement Function in Meeting the Needs of Rural Youth

It has been suggested that the placement process involves more than the mechanics of placing an individual on the job. Placement should be viewed as a joint responsibility of all school personnel working in conjunction with appropriate community and state personnel. The placement process is to help the students become aware more fully of their vocational identity. The complete constellation of experiences the students encounter as decisions are made to pursue particular vocational goals is part of the total process. In order to assist in this developmental process, it has been recommended that the Oklahoma Occupational Training Information System (OTIS) or a system like it be utilized or developed to make available a comprehensive and continuous system for matching manpower supply and demand. The system has the potential of being a valuable aid in job search in addition to serving important counseling and planning functions. The steps involved in getting the information to rural schools in various regions present no major difficulties.

V. EVALUATION OF THE INSTITUTE

The section which follows is concerned with that part of the evaluation of Institute VII based upon Posttest (Form 3) presented in Appendix D. The development of the evaluation measures employed in the institute and the tabulation of the results were due in large measure to the efforts of Dr. Bert W. Westbrook, Coordinator of Research, Center for Occupational Education, and Dr. Charles Rogers, Director, National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas, both of North Carolina State University at Raleigh. Posttest (Form 3) was administered to all the participants just prior to the termination of the institute.

The Posttest (Form 3)

The instrument consisted of 33 items. Certain of the items were of the objective type; several required both objective and written responses; a few demanded only reactions in writing. The items which were completely objective in structure were grouped into four classifications or factors which were designated as follows:

> Factor I, Quality of Content (the items related to this factor were 5, 6, 7, 8, 9, 10, 11, 17, 19, 20, 21, 22, 23); Factor II, Schedule Flexibility and Free Time (the items related to this factor were 14 and 24); Factor III, Group Participation and Cohesion (the critical items were 12, 13, 15, and 16); Factor IV, Purposes and Objectives (the items associated with this factor were 1, 2, 3, 4, and 18). The strongest and most appropriate response to an item was scored 5 on a five-point scale.

Evaluation of Factor Data

In Table I, the means and standard deviations for the Quality of Content items for Institute VII were compared with the means and standard deviations for the same items based upon the responses of the participants for all seven institutes.

When the means for the Quality of Content items for Institute VII were compared with those of the Total Group the differences between the means for each item were negligible. An examination of the data suggested the participants appeared to think that: (1) the speakers really knew their subject matter; (2) the institute members were stimulated to think about the topics presented; (3) the content was applicable to counseling, guidance, and placement; (4) there appeared to be adequate relation of theory to practice.

Table I

Means and Standard Deviations for Responses
to Quality of Content of the Institute
for Participants in the Total Program

	Institute VII (N=55)*		Total Group (N=400)*	
Item	Mean	Sigma	Mean	Sigma
5	4.25	.67	4.38	.68
6	4.02	.73	4.14	.68
7	4.07	.84	4.14	.86
8	3.82	.82	3.82	.84
9	3.76	.84	3.99	.82
10	4.31	.60	4.00	.74
11	4.15	.59	4.10	.71
17	4.20	.65	4.09	.82
19	3.47	1.03	3.69	1.04
20	4.27	.45	4.22	.51
21	3.95	.76	3.88	.84
22	3.69	.79	3.68	.87
23	3.78	.82	4.03	.75

*For some of the items the N's were based upon a few cases less than the N's indicated in the brackets.

Data in Table 2 present the items which were classified under the heading Schedule Flexibility and Free Time. The somewhat higher mean for item 14 based upon data for the institute group suggests that a number of the participants believed there was adequate time for informal interaction during the program.

Table 2

Means and Standard Deviations for Responses
to Institute Schedule Flexibility and Free Time
for Participants in the Total Program

	Institute VII (N=55)*		Total Group (N=400)*	
Item	Mean	Sigma	Mean	Sigma
14	4.18	.70	3.89	.94
24	3.53	.94	3.56	.99

*For some of the items the N's were based upon a few cases less than the N's indicated in the brackets.

The Group Participation and Cohesion items for Institute VII participants and the Total Group are shown in Table 3. The spread of scores for the Institute Group, as indicated by the standard deviation for item 15, lowered the mean for that item somewhat. The results

suggested that some of the group members did not feel they had adequate opportunity to express their ideas; most believed the material was within acceptable ranges of difficulty.

Table 3

Means and Standard Deviations for Responses
to Group Participation and Cohesion
for Participants in the Total Program

	Institute VII (N=55)*		Total Group (N=400)*	
Item	Mean	Sigma	Mean	Sigma
12	4.31	.79	4.23	.84
13	4.07	.87	4.12	.84
15	3.98	1.01	4.16	.83
16	4.15	.73	4.20	.65

*For some of the items the N's were based upon a few cases less than the N's indicated in the brackets.

The items dealing with Purposes and Objectives are shown in Table 4.

Table 4

Means and Standard Deviations for Responses
to Institute Purposes and Objectives
for Participants in the Total Program

	Institute VII (N=55)*		Total Group (N=400)*	
Item	Mean	Sigma	Mean	Sigma
1	3.82	.90	3.89	.93
2	3.71	.83	3.91	.83
3	4.05	.49	4.01	.71
4	3.71	.81	3.66	.92
18	3.78	.85	3.75	.96

*For some of the items the N's were based upon a few cases less than the N's indicated in the brackets.

The findings indicate that the members of Institute VII believed generally that: (1) the objectives of the institute were clear and realistic; (2) the participants accepted the purposes of the program; (3) the members worked together effectively; (4) the institute came up to the expectations of most of the participants. The findings for the Total Group were comparable in the main to those obtained from the data for Institute VII.

Analyses of Objective Responses to Questions Dealing with Plans and Recommendations

Two items were developed in such a manner that two types of outcomes could be obtained from each: (1) objective responses of the yes, no type; and (2) written responses which gave respondents the opportunity to give more detailed reactions to item content. Two others were objective in nature with three possible responses to each item rather than five. The results obtained for the four items are given in Table 5.

Table 5

Response Frequencies and Percentages Based Upon Items Dealing with Plans and Recommendations

As a result of your participation in this institute, do you plan to modify either your present or future work?

Number of respondents	55	
Number of respondents answering Yes	48	87%
Number of respondents answering No	7	13%

As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, e.g., to establish some continuing relation with a participant(s), and/or a consultant(s), for the purpose of information exchange?

Number of respondents	54	
Number of respondents answering Yes	51	94%
Number of respondents answering No	3	6%

If you had it to do over again would you apply for this institute which you have just completed?

Number of respondents	54	
Number of respondents answering Yes	44	81%
Number of respondents answering No	1	2%
Respondents answering uncertain	9	17%

If an institute such as this is held again would you recommend to others like you that they attend?

Number of respondents	54	
Number of respondents answering Yes	47	87%
Number of respondents answering No	3	6%
Respondents answering uncertain	4	7%

The findings suggested that the reactions to the items were largely positive. The significant outcome seemed to center around the desire on the part of many of the participants to utilize the ideas generated in the institute to strengthen present programs and to develop new ones.

Reactions to the Program Based on Written Responses to Certain Items in Posttest (Form 3)

Content of the positive responses to the institute may be summarized broadly as follows:

1. For the most part the institute fulfilled its objectives; conscientious efforts were made on the part of the participants to convert ideas and suggestions into meaningful plans and recommendations for action on the local, state, and national levels.

2. The excellent presentations of Dr. Hoyt, Dr. Gysbers, and Dr. Braden, and the interactions among the panel participants, provided valuable materials for extended evaluation and discussion.

3. The unusual opportunity to discuss informally problems and programs with others in vocational education from all over the country proved to be a significant experience.

4. The chance to work in some depth in group settings was considered valuable where the expertise and experience of the participating members could be brought to bear on issues scheduled for discussion.

5. The preparation of statements of intent in which a number of specific leads, plans, and recommendations were offered by the participants to cope with the problems under consideration and which did much to bring the deliberations down to a level that was operational and practical.

Negative responses may be presented briefly and in a general way as follows:

1. The morning sessions were considered to be too structured and too didactic; the program as a whole was poorly organized; not enough time was available to do anything well or in depth.

2. Too much time was spent in speaking in generalities rather than in terms of specific problems; certain participants attempted to dominate the discussions; the panels were loaded with too many people from Oklahoma.

3. The institute should have possessed less "theme structure"; the program should have been based upon the problems of the participants.

4. In addition to at least one field excursion, representatives from business and industry should have been utilized more extensively as speakers and resource personnel.

The responses appeared constructive on the whole. There did not seem to be any evidence from participant reaction that the institute failed seriously in serving its purposes or failed in meeting its obligations to the enrollees.

An informal meeting of the former Institute VII enrollees was held at the annual meeting of the American Vocational Association which convened in the latter part of 1970. At the meeting progress reports based on statements of intent were presented by the former institute participants on program initiation and development.

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Appendix A_1

Letter of Invitation

Dear Mr.

Recently an application form was received from you indicating you were interested in participating in Institute VII which is one of the seven programs comprising the National Inservice Training Multiple Institutes for Vocational and Related Personnel In Rural Areas. As you know this is a federally sponsored program offered by the Southwide Research Coordinating Council, through the Center for Occupational Education, under the auspices of the United States Office of Education. Institute VII which is entitled Development of Vocational Guidance and Placement Personnel for Rural Areas will be held on the campus of Oklahoma State University July 5-10, 1970.

I am pleased to invite you to attend Institute VII. You will receive a stipend of $75 in addition to reimbursement for travel. I am confident that the content of this program will be meaningful and useful to all of the participants. Each will have an opportunity to contribute to this experience.

A preregistration form is enclosed which I would like to have returned as soon as possible. If you indicate that you can attend you will receive further instructions and materials from me.

Again, very best regards. I am looking forward eagerly to an early response from you.

Very sincerely,

Harry K. Brobst, Director
Institute VII

Appendix A_2

Preregistration Form
Institute VII, July 5-10
Oklahoma State University

Name_____ Telephone No._____
Last First

Address_____

_____

Current Position_____

I Plan to Attend: _____ I Do Not Plan to Attend: _____

Estimated Mileage Roundtrip: _____ I Plan to Come By: Car _____
Airplane _____

I Will Arrive July 5 to Register and to Check into Housing Quarters:___

The participants will work in groups in the afternoons and will be assigned the following topics indicated below.

Please list in order of preference from 1 to 5 (1 representing first preference) the groups in which you would like to participate.

Group A ____ Group B ___ Group C ____ Group D ____ Group E _____

Group A

Group A will consider (a) how certain aspects of the environment might be employed in guidance process; (b) how the content of the school curriculum might be utilized; (c) how the teachers might be employed more effectively in the vocational-technical counseling process, etc.

Group B

Group B will consider (a) how peer groups might be employed in counseling with rural students; (b) how sub-professional personnel might make contributions in counseling with rural youth in vocational-technical problems; (c) how the industrial resources of large communities might be utilized to give rural youth a broader understanding of potentials coming out of vocational-technical training.

Group C

Group C will explore in depth the problems of placement of rural youth in vocational and technical jobs in both rural areas and urban communities. Research is being undertaken on this problem at Oklahoma State University for the Department of Labor's Manpower Administration and considerable current data would be available for consideration by Group C.

Group D

Group D will explore the special problems involved in the selection and training of counselors and placement personnel for working with rural youth who are seeking vocational-technical training or who are in such training.

Group E

Group E will be concerned with innovative counseling and placement programs for rural youth currently in operation, and with the evidence presently available which shows them to be effective or failing to meet desirable objectives.

Appendix B_1

Institute Participants

Adams, Leslie
Kennewick School District #17
Kennewick, Washington
Tri-Cities Area Vocational Director
Group A

Beard, Jim
Kiamichi Area Vo-Tech School
Box 490
Wilburton, Oklahoma
Industrial Training Coordinator
Group E

Bradley, Richard W.
Department of Guidance
Southern Illinois University
Carbondale, Illinois
Assistant Professor of Guidance
& Educational Psychology
Group D

Bruce, Iris M.
310 Will Rogers Building
Oklahoma City, Oklahoma
State Department of Education
Coordinator of Guidance & Counseling
Group C

Callies, Erma
Boise State College
1907 Campus Drive
Boise, Idaho
Vocational Counselor
Group D

Campbell, J. Richard
New Creek Drive
Keyser, West Virginia
Mineral Co. Vo-Tech Center
Director
Group C

Campbell, Kearney
Kentucky Dept. of Education
Frankfort, Kentucky
Division of Guidance Services
Director
Group B

Carey, E. Niel
600 Wyndhurst Avenue
Baltimore, Maryland
Maryland State Department of
Education, State Supervisor
of Vocational Guidance
Group D

Cooksey, Wanda J.
Box 52, Douglas, Alaska
Alaska State Dept. of Education
Guidance Consultant
Group E

Curtis, Carroll A.
Bureau of Research
Pennsylvania Dept. of Education
Box 911
Harrisburg, Pennsylvania
Educational Research Associate
Research Coordinating Unit for
Vocational Education
Group A

Davis, George W.
400 Henry Street
Gadsden, Alabama
Gadsden State Tech Trade School
Assistant Director
Group C

Davis, Harvey E.
Route 2, Box 30
Lawrenceville, Georgia
Coordinator-Federal Program
Group A

DeKimpe, Daniel V.
Columbia-Greene Occupational
Education Center
Box L
Rock Street
Philmont, New York
Vocational Guidance Coordinator
Group A

Dolan, Glenn R.
1116 Pioneer Drive
Bismarck, North Dakota
Director of Guidance Services
State Department of Public Instruction
Group A

Downhour, Frank W.
Tri-County Technical Institute
Route 1
Nelsonville, Ohio
Dean of Students
Group C

Edwards, Robert D.
Bureau of Vocational Education
Department of Education
Harrisburg, Pennsylvania
Chief, Vocational Program
Development & Operations Division
Group A

Gard, Wilbur E.
School of Vo-Tech Education
Idaho State University
10th & Terry Street
Pocatello, Idaho
Counselor
Group E

George, Mickey
156 Trinity Avenue South West
Room 302
Atlanta, Georgia
Georgia Department of Education
Program Consultant
Group B

Goad, Hiram H.
Box 215
Midlothian, Texas
TEA Project Director
Group C

Halbrook, Shirrell
2220 West 18th
Pine Bluff, Arkansas
Pines Vo-Tech School
Assistant Director
Group C

Hayslip, Josephine
Route #1
Littleton, New Hampshire
Littleton High School
Director of Guidance
Group A

Henderson, George M.
60 Main Street
Lebanon, Oregon
School Districts 16c & UH-1
Superintendent-Clerk
Group B

Johnson, Dale
Helena Vo-Tech Center
1115 Roberts
Helena, Montana
Director of Student Personnel
Services
Group C

Johnson, Richard M.
152 King Arthur Drive
Lawrenceville, Georgia
Coordinator-Math Science
Group A

Jones, Albert J.
432 West Sixth Street
Laurel, Delaware
Teacher Counselor
Group B

Kelsay, Allen
Missouri State Dept. of Education
Jefferson Building
Jefferson, Missouri
State Supervisor of Guidance Services
Group B

Kerlan, Julius H.
2370 Hendon Avenue
St.Paul, Minnesota
State Dept. of Education
Consultant Pupil Personnel Services
Group D

Lewis, Charles E.
Center for Occupational Education
North Carolina State University
Raleigh, North Carolina
Research Associate
Group A

Lowrey, Bruce
721 Capitol Mall
Sacramento, California
State Department of Education
Bureau of Pupil Personnel
Consultant
Group E

McDaniel, Joe
Box 771
Supervisor of Vocational Guidance
Mississippi Dept. of Education
Jackson, Mississippi
Supervisor of Vocational Guidance
Group A

Maxwell, Robert L.
State Fair Community College
1900 Clarendon Road
Sedalia, Missouri
Vocational-Technical Counselor
Group E

Nelson, Richard E.
Guidance & Pupil Personnel Services
State Department of Education
120 East 10th
Topeka, Kansas
Post High School Consultant
Group E

Nickels, Henry C.
Box 31
Tazewell, Virginia
Tazewell County Vocational Center
Principal
Group E

O'Leary, John
Pine Street
West Hurley, New York
Director, Vocational Guidance
Group E

Phipps, Guy
State Supervisor of Vocational-
Technical Guidance
Division of Vocational-
Technical Education
105 Cordell Hull Building
Nashville, Tennessee
State Supervisor
Group D

Prince, Maurice
Michigan Department of Education
Box 420
Lansing, Michigan
Guidance Consultant
Group B

Ramey, Kyle
Central Kentucky Area Vocational
School
Vo-Tech Road
Lexington, Kentucky
Vocational Guidance Counselor
Group C

Rasmussen, Roger
228 Manila Street
Willmar, Minnesota
Willmar Area Vo-Tech School
Admissions Counselor
Group A

Rebert, John A.
Division of Guidance Services
Bureau of Pupil Personnel Services
Department of Education
Harrisburg, Pennsylvania
Coordinator
Group B

Richmond, Richard C.
Route 1 - Box 98
Del Norte, Colorado
State Vocational Guidance Consultant
Group C

Ripka, Betty
2011 White Horse Road
Berwyn, Pennsylvania
Drexel University
Department of Business Education
Chairman
Group D

Rosen, Gershon
San Joaquin Delta College
3301 Kensington Way
Stockton, California
Counselor
Group D

Schutte, Marion J.
Cozad High School
Cozad, Nebraska
Guidance Counselor
Group E

Shelby, Gerald
227 East Long Street
Carson City, Nevada
Vocational Guidance
State Supervisor
Group E

Sherer, Pauline
1618 East Capitol
Pierre, South Dakota
State Administrator of Guidance Services
Group E

Smith, Keith C.
1591 Washington Street
Charleston, West Virginia
West Virginia Dept. of Education
Guidance Program Specialist
Group E

Stephens, Bruce
2243 Shannon Drive
Adrian, Michigan
Area Vocational Center Counselor
Group C

Tangeman, James
State Department of Education
State Capitol Building
Cheyenne, Wyoming
Elementary Guidance
Consultant
Group D

Tart, Carl Victor
State Dept. of Public Instruction
Raleigh, North Carolina
Occupational Education Division
of Occupational Education
North Carolina Department of Public Instruction
Consultant
Group B

Thomas, Robert N.
401 State House Building
Indianapolis, Indiana
Supervisor Industrial Education
Group D

Twitchell, Larry
New Hampshire Vocational-Technical College
Milan Road
Berlin, New Hampshire
Coordinator of Admissions & Personnel Services
Group C

Vaughn, Ronald
Western Illinois University
Macomb, Illinois
Associate Professor
Group C

Veregge, Marvin L.
1024 Maula Drive
Honolulu, Hawaii
Leeward Community College
Coordinator of Counseling & Guidance
Group B

Weber, Thelma W.
2401 Tallahassee Drive
Tallahassee, Florida
Director of Guidance
Group A

Whittington, Hattie L.
State Department of Education
Box 3138
Natchitoches State College
Natchitoches, Louisiana
Supervisor of Guidance
Group E

Wiles, Robert W.
Eastern Upper Peninsula
Intermediate School District
Box 278
Rudyand, Michigan
Vo-Tech Educational Consultant
Group D

Wilson, Columbus L.
4208 Grand Street
Columbia, South Carolina
Assistant State Supervisor of
Vocational Guidance
Group D

Wilson, James W.
45 Emerald Drive
Hagerstown, Maryland
Career Development for Western
Maryland
Coordinator
Group D

Winn, Jim L.
Box 38
Alexandria, Alabama
Principal
Group D

Woods, Lillian
Fayetteville Public Schools
Fayetteville, Arkansas
Coordinator of Counseling Services
Group E

Appendix B_2

Consultants and Staff

Arch Alexander
Assistant Director
Oklahoma State Department of Vocational and Technical Education

Jess Banks
State Supervisor
Manpower Development and Training Division
Oklahoma State Department of Vocational and Technical Education

Harry Birdwell
National President
Future Farmers of America
Oklahoma State University

Paul Braden
Associate Professor of Education and Acting Director, School of Occupational and Adult Education
Oklahoma State University

Harry K. Brobst
Professor of Psychology
Oklahoma State University

Merle Collins
Coordinator
Guidance and Counseling Section
Oklahoma State Department of Education

John Coster
Professor of Agricultural Education and Director, Center for Occupational Education
North Carolina State University at Raleigh

W. Price Ewens
Professor of Education
Oklahoma State University

William P. Gray
Program Officer for Student Personnel Programs (Youth Organizations)
Division of Vocational and Technical Education
Bureau of Adult, Vocational, and Library Programs
U.S. Office of Education

Norman Gysbers
Associate Professor of Education
University of Missouri

Kenneth Hoyt
Professor of Education
University of Maryland

Caroline Hughes (Mrs. Hugh)
Secretary, Manpower Advisory Council to the Oklahoma State Board of Vocational and Technical Education

Dale Hughey
State Coordinator of Area Vocational-Technical Schools
Oklahoma State Department of Vocational and Technical Education

Wayne M. Miller
Director and Dean
Oklahoma State Tech
Oklahoma State University's School of Technical Training
Okmulgee, Oklahoma

Esther Nichols
Consultant
Vocational Education Training Branch
Bureau of Educational Personnel Development
U. S. Office of Education

William Frazier
Assistant Professor of Education &
Director of Vocational Research
Coordinating Unit
Oklahoma State University

David H. Pritchard
Senior Program Officer for Student
Personnel Programs
Division of Vocational and Technical
Education
Bureau of Adult, Vocational, and
Library Programs
U. S. Office of Education

Charles Rogers
Director, National Inservice Training
Multiple Institutes for Vocational
and Related Personnel in Rural Areas
North Carolina State University
at Raleigh

Blan Sandlin
Administrator
Guidance and Counseling Section
Oklahoma State Department of
Education

William Stevenson
Associate Professor of Education
Oklahoma State University and
Assistant State Director and Head
Division of Research Planning
and Evaluation
Oklahoma State Department of
Vocational and Technical Education

Murl Venard
Coordinator
Guidance and Counseling Section
Oklahoma State Department of
Education

Bert Westbrook
Coordinator of Research
Center for Occupational Education
North Carolina State University
at Raleigh

Appendix C

Schedule of Activities

<u>Monday, July 6</u>

8:30 a.m.	Welcome, Dr. William Frazier, Assistant Professor of Education and Director of Vocational Research Coordinating Unit, Oklahoma State University 107 Agriculture Hall
9:00 10:30	The Present Status of Counseling and Guidance in Predominantly Rural Areas Dr. Kenneth B. Hoyt, Professor of Education, University of Maryland
10:30 11:00	Coffee Break
11:00 11:50	Question and Answer Period 107 Agriculture Hall
12:00 p.m. 1:15	Lunch
1:30 4:00	Group Discussions

<u>Tuesday, July 7</u>

9:00 a.m. 10:30	Panel Discussion I: The Problems and Characteristics of Rural Youth Dr. Kenneth B. Hoyt, Chairman
10:30 11:00	Coffee Break
11:00 11:50	Question and Answer Period 107 Agriculture Hall
12:00 p.m. 1:15	Lunch
1:30 4:00	Group Discussions

<u>Wednesday, July 8</u>

9:00 a.m. 10:30	Meeting the Career Development Needs of Rural Youth: The Role and Preparation of Counselors Dr. Norman Gysbers, Associate Professor of Education, University of Missouri

10:30 11:00	Coffee Break
11:00 11:50	Question and Answer Period 107 Agriculture Hall
12:00 p.m. 1:15	Lunch
1:30 2:45	Placement and Related Problems Dr. Paul V. Braden, Acting Director, School of Occupational and Adult Education, Oklahoma State University
3:15 4:15	Group Discussions

Thursday, July 9

9:00 a.m. 10:30	Panel Discussion II: How Can Counseling and Guidance Services for Rural Youth Be Improved? Dr. Norman Gysbers, Chairman
10:30 11:00	Coffee Break
11:00 11:50	Question and Answer Period 107 Agriculture Hall
12:00 p.m. 1:15	Lunch
1:30 4:00	Group Discussions

Friday, July 10

9:00 a.m. 10:30	Summary by Group Leaders
10:30 11:00	Coffee Break
11:00 11:50	Continuation of Summary by Group Leaders
12:00 p.m. 1:15	Lunch
1:30 4:00	Final comments by Director; Evaluation

Appendix D

Posttest (Form 3)

NOTE: Please Do Not Sign Your Name

Key: SA (Strongly Agree), A (Agree), ? (Undecided), D (Disagree)
SD (Strongly Disagree)

1.	The objectives of this institute were clear to me.	SA	A	?	D	SD
2.	The objectives of this institute were not realistic.	SA	A	?	D	SD
3.	The participants accepted the purposes of this institute.	SA	A	?	D	SD
4.	The objectives of this institute were not the same as my objectives.	SA	A	?	D	SD
5.	I have not learned anything.	SA	A	?	D	SD
6.	The material presented seemed valuable to me.	SA	A	?	D	SD
7.	I could have learned as much by reading a book.	SA	A	?	D	SD
8.	Possible solutions to my problems were not considered.	SA	A	?	D	SD
9.	The information presented was too elementary.	SA	A	?	D	SD
10.	The speakers really knew their subject.	SA	A	?	D	SD
11.	I was stimulated to think about the topics presented.	SA	A	?	D	SD
12.	We worked together well as a group.	SA	A	?	D	SD
13.	The group discussions were excellent.	SA	A	?	D	SD
14.	There was little time for informal conversation.	SA	A	?	D	SD
15.	I had no opportunity to express my ideas.	SA	A	?	D	SD
16.	I really felt a part of this group.	SA	A	?	D	SD
17.	My time was well spent.	SA	A	?	D	SD
18.	The institute met my expectations.	SA	A	?	D	SD
19.	Too much time was devoted to trivial matters.	SA	A	?	D	SD
20.	The information presented was too advanced.	SA	A	?	D	SD
21.	The content was not readily applicable to the important problems in this area.	SA	A	?	D	SD

22. Theory was not related to practice. SA A ? D SD

23. The printed materials that were provided were very helpful. SA A ? D SD

24. The schedule should have been more flexible. SA A ? D SD

25. As a result of your participation in this institute, do you plan to modify either your present or future work? Yes ___ No ___

If Yes, please describe the nature of the most important of such modifications and the activities which will be affected.

_____

_____

_____

26. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them, i.e., to establish some continuing relation with a participant(s) and/or consultant(s), for the purpose of information exchange?

Yes ___ No ___

If Yes, what types of information can the consultant or participant contribute that would be helpful to your work?

_____

_____

_____

27. To what extent were the objectives of this institute attained?

_____

_____

_____

28. In your opinion, what were the major strengths of this institute?

_____

_____

_____

29. In your opinion, what were the major weaknesses of this institute?

_____

_____

_____

30. If you were asked to conduct an institute similar to this one, what would you do differently from what was done in this institute?

_____

_____

_____

31. Additional comments about the institute.

_____

_____

_____

_____

_____

32. If you had it to do over again would you apply for this institute which you have just completed? Yes___ No___ Uncertain___

33. If an institute such as this is held again would you recommend to others like yourself that they attend? Yes___ No___ Uncertain___

94